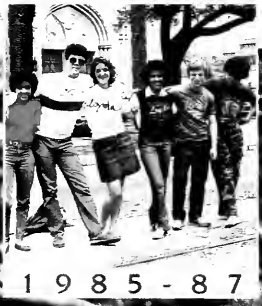
LOYOLA



1985-87

LOYOLA • UNIVERSITY • BULLETIN

1985-87 • UNDERGRADUATE • STUDIES

CORRESPONDENCE DIRECTORY

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6363 St. Charles Avenue
New Orleans, La. 70118

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Registrar
(504) 865-3235

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Orientation Information:
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Scholarships:
Director of Financial Aid
(504) 865-3231

On Campus Student Jobs:
Director of Financial Aid
(504) 865-3231

Student Loans:
Director of Financial Aid
(504) 865-3231

ADMISSIONS DEADLINES

Fall Semester: August 1
Spring Semester: January 5

LOYOLA UNIVERSITY BULLETIN
Vol. LXXII No. 1 — May 1985
Loyola University, New Orleans, La. 70118

LOYOLA UNIVERSITY

in New Orleans is a Catholic institution that revolves around the Jesuit tradition of contributing to the liberal education of the whole person.

The university searches for those students
who are not satisfied with the ordinary,
but who thrive on
CHALLENGE.
Our purpose is to provide quality education
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, Loyola University, New Orleans still operates under its founding purpose of offering a liberal arts education on the undergraduate level to all who seek knowledge and truth.

Loyola University is accredited by the Southern Association of Colleges and Schools, the major accrediting agency for higher education in this area.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of 4,873 students, including 268 graduate and 701 law school students. There are 2,094 students in the College of Arts and Sciences, 1,412 in the College of Business Administration, 448 in City College, and 218 in the College of Music. Students attending the summer sessions number about 2,000.

The arts and science faculty number 198, giving a faculty-student ratio of 1 to 14. Business Administration has 43 faculty with a ratio of 1 to 18, City College has 43 faculty with a ratio of 1 to 8, and Music has 47 faculty with a ratio of 1 to 5.

The geographical diversification of Loyola's students is good. Nearly a quarter of the students permanently reside outside Louisiana and represent 48 states, the District of Columbia, Puerto Rico, and 43 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of New Orleans known as the University Section.

Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, Loyola's main campus faces Audubon park directly across the avenue. The 19-acre location is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks farther up St. Charles Avenue is the recently acquired four-acre Broadway Campus.

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PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Communications
Drama
Drama/Communications
Economics
English
French
German
History
Philosophy
Political Science
Psychology
Religious Studies
Russian
Social Work
Sociology
Spanish
Theatre Arts with a Secondary Concentration in Business Administration
Visual Arts
Visual Arts/Graphics

Bachelor of Science

Biological Sciences
Chemistry
Computer Information Processing
Computer Science
Elementary Education
Mathematics
Physics

COLLEGE OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Accounting (Day & Evening)
Economics
Finance
General Business (Day & Evening)
International Business
Management
Marketing

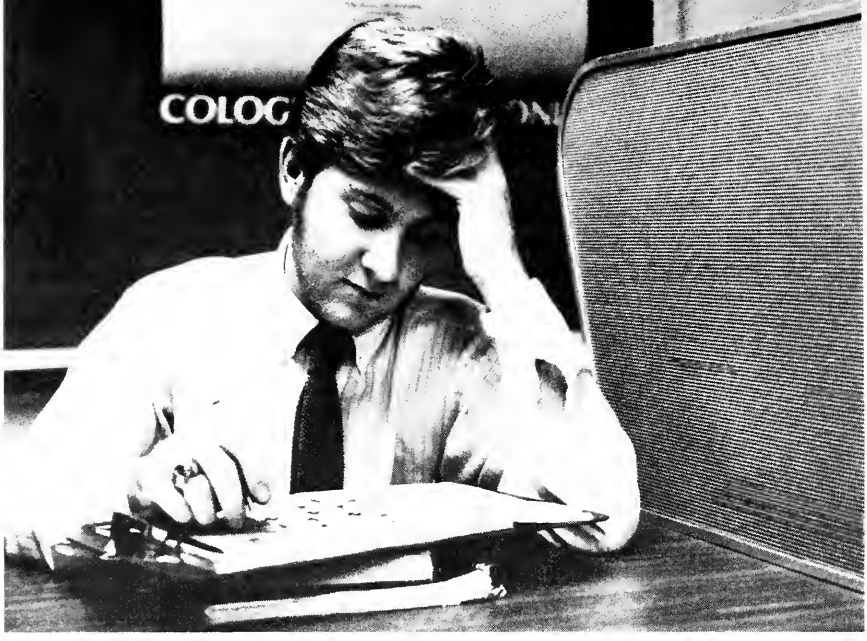
Bachelor of Public Administration

Public Administration

COLLEGE OF MUSIC

Bachelor of Music

Performance
Jazz Studies
Piano Pedagogy
Theory and Composition
Music with a Secondary Concentration in
Business Administration
Communications
Computer-Information Processing
Drama



Bachelor of Music Education
Instrumental
Vocal

Optional Secondary Concentrations in
Jazz Studies
Special Music Education

Bachelor of Music Therapy

PRE-PROFESSIONAL PROGRAMS

Pre-Dentistry
Pre-Engineering
Pre-Medicine
Pre-Pharmacy

CITY COLLEGE (Evening Studies)

Bachelor of Applied Science
Bachelor of Criminal Justice
Bachelor of Liberal Studies
Bachelor of Science-Nursing

SCHOOL OF LAW

Juris Doctor

GRADUATE DEGREES OF THE COLLEGES

Master of Arts in Religious Studies
Master of Business Administration
Master of Education in Guidance and Counseling
Master of Education in Reading
Master of Education in Administration
Master of Music
Master of Music Education
Master of Music Therapy
Master of Pastoral Studies
Master of Religious Education
Master of Science in Biological Sciences

LOYOLA
searches not just for students,
but for young men and women
who have
imagination,
initiative,
intelligence,
and character.

GOALS OF LOYOLA

The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977 and May 1983 are incorporated in this edition of the Goals Statement.

LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential, and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on her Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as she learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, she should support excellence in theological instruction and scholarship as well as recognize the

pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of Jesus to discern what is good and true in the movements of history. Loyola pledges herself to educate her students to meet change with equanimity, good judgment, and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, her alumni, and her friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particulary concerned with those prevalent economic, judicial, and educational attitudes which are inconsistent with the social teachings of the Church.

LOYOLA CONCENTRATES ON LIBERAL EDUCATION

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts it is also committed to professional study. Liberal studies assist a student to broaden and deepen his convictions; professional studies assist a student to actualize his convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of her size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria: (a) they are necessary for strengthening undergraduate programs; (b) they fulfill serious community needs.

LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES

Loyola looks forward to her place in the community of the 1980's. The American university of the 1980's will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in her power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes her obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes and programs will be created, developed, or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

LOYOLA IS A COMMUNITY OF SCHOLARS

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgement in the face of complexity and ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic, and cultural backgrounds, and through firm, vigorous, and dynamic programs in the arts, humanities, sciences, and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of the society in which he lives and of his ability to correct these problems. Such a person would have a firm moral conviction to live up to his obligations to himself, to his fellow man, and to God.

THE FUTURE OF THE UNIVERSITY

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact, and maximum use of existing resources.

Loyola should increase and make more effective her ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state, and nation. A portion of studies such as business and the social or behavioral sciences should be

done off campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

PRIORITIES INVOLVING PLANNING

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs, and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties, and staff may be made.

PRIORITIES INVOLVING STUDENTS

Loyola recognizes that value-oriented education must occur in the context of total human development, and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs, and curricular requirements. The university involves students in the planning of their education and the shaping of their environment, and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizeable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual, and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body, and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with Loyola's commitment to educational excellence, she will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate their adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities, and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. By providing the leadership of professionally trained personnel, programs will continue to be established to facilitate students' continuing personal and social growth, develop the skills necessary to cope with academic demands, and aid in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural, and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities, and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to reenter previous careers, and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life, and see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs, and services will be developed to support the active participation of such students utilizing professional staff, peer assistance, and community referral.

PRIORITIES INVOLVING FACULTY

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.[1]

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research, and community service. These goals can best be realized by a stable, financially secure, and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching,

[1]1966 Statement on Government of Colleges and Universities, by the American Association of University professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

research, other scholarly activities, and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

PRIORITIES INVOLVING CURRICULUM

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possiblity of greater inter-university cooperation and specialization in the areas of language, arts, and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate scientific literacy in all of her students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain her excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in law, government, and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The Law School offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects, and courses designed by students. Loyola will continue her tradition of close student-faculty contact which has always constituted the basis of quality education.

Approved by the Board of Trustees, July 1971.
Revised by the Board of Trustees, July 1973, January 1977, and May 1983.

LOYOLA CHARACTER AND COMMITMENT STATEMENT

The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and fellowship under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to himself. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Kingdom that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes her task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of her faculty

and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in her students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate herself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics . . . [but] still not compatible with every point of view." (Loyola University Goals Statement)

4. While academic excellence and liberal education are the immediate goals of our univeristy community, they cannot be, in view of our commitment as a Jesuit university, the ultimate raison d'etre. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.
5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life, and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation, and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to

embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.

7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola University is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself/herself in conflict with these objectives.
9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.

Revised: May 1984

ADMISSIONS

Director: Rebecca U. Brechtel, Ed.D. *Office:* 270 Marquette Hall
Associate Director for Computer Systems: Maria Roan
Associate Director for Admissions: Nancy Szalwinski
Assistant to the Director: Debbie Duffy
Coordinator of Special Academic Services: Susan Messinger
Assistant Director for Recruitment: Dawn Corrado
Admissions Counselors: Keith Champagne, Steve Hacala
Credentials Evaluators: Sue Messinger, Donna Carroll, Melody Kahm, Yvonne Becker, Lydia Ledet, Debbie Stieffel

APPLICATION DEADLINES

Qualified applicants may enroll at the beginning of the fall, spring, or summer term.

August 1 for the fall term and January 5 for the spring term are the suggested deadlines for admission as a degree seeking student; however, students may be admitted as degree, nondegree, or transient students after these dates. Nondegree and transient students are ineligible for certain types of state and federal aid.

ADMISSION POLICY

Admission to the university represents a selection based on the personal and academic records of the applicant. Evaluation by the Admissions Review Committee is devised to select a student body with high standards of scholarship, personal character, and serious educational aims, without regard to sex, race, or creed.

Freshman admissions is based on the credentials submitted by a student for the admissions portfolio. National test scores, high school transcripts and supporting credentials such as interviews, letters of recommendation, auditions, etc., are evaluated by the committee. The objective of the admissions process is to select the students who may profit from the courses of study and services offered by Loyola University and to maintain the academic standards that have brought recognition to Loyola as a Catholic, Jesuit university. Loyola encourages any student to apply for admission and accepts those students whose credentials indicate a high probability of success. Because of the diversity of high school curricula, cultural influences on test results, the various abilities required in collegiate programs, and the unique background of applicants, each applicant's admissions portfolio is reviewed individually.

Transfer student admissions is based on an evaluation of the college transcript(s), grade point average, and supporting credentials submitted by the applicant.

Students transferring from a two-year college must have a 2.5 grade point average. Those transferring from a four-year college are required to have a grade point average of 2.25.

DEFINITIONS FOR APPLICANTS

Educational Levels

UNDERGRADUATE — Students who have not received a bachelor's degree or who wish to pursue a different bachelor's degree than already earned. Permission of the dean is necessary for a second undergraduate degree. (Example: Bachelor of Science earned, pursuing a Bachelor of Arts.)

GRADUATES — Students who have received a bachelor's degree and wish to enroll in either graduate or undergraduate course work.

Classifications

DEGREE-SEEKING — Degree-seeking students are those students who wish to pursue a degree at Loyola University.

NONDEGREE-SEEKING — Nondegree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program. Nondegree-seeking transfer students may be admitted on the basis of an official transcript from the last college attended indicating a C average. Nondegree-seeking freshmen are required to have an official high school transcript or GED test scores and be 22 years of age.

TRANSIENTS — Students who have attended another university and are in good standing may be admitted as a transient student. Transient students are admitted for one semester. In order to continue their enrollment in the next semester, transient students must apply as a degree or nondegree-seeking student and submit those credentials required by the admissions committee. Transient students must provide, at a minimum, an unofficial college or high school transcript, ACT/SAT scores (if under 22 years of age), last grade report, or letter of good standing from each college attended.

Admit Types

UNDERGRADUATE FRESHMEN — Students who have not enrolled on a college campus as a matriculated student. All freshmen are required to submit the application, the high school transcript, and the results of either the American College Testing Program (ACT), the Scholastic Aptitude Test (SAT), or the General Educational Development Test (GED). Students who have received college credit while still in high school should apply as freshmen. The ACT/SAT is not required of students who are entering college for the first time and are 22 years or older.

UNDERGRADUATE TRANSFER STUDENTS — Students who have attended another college or university. Transfer applicants must submit the application for admission, and the transfer clearance form, and two official transcripts from each institution previously attended, whether or not credit was earned. Students with less than 12 semester hours of credit should apply and follow the directions for freshmen and submit two official college transcripts.

READMITS — Students who have previously enrolled at Loyola in an academic program (does not include continuing education and non-credit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola. Readmits who have attended another institution since their last enrollment at Loyola are required to follow the same procedures as transfer students.

Admission Actions

ADMITTED — The candidate is admitted to the undergraduate program for the term designated on the application.

RESTRICTED REGISTRATION — Prospective freshmen students who score below the minimum requirements may be admitted by the Admissions Review Committee with a restricted registration. This classification limits the student to 13 credit hours of prescribed course work which is to be approved by the departmental advisor and the Coordinator of Special Academic Services.

PROBATION FOR TRANSFER STUDENTS — Transfer students with a grade point average below 2.25 from a four-year college, or below 2.5 from a two year college, who are eligible to return to the institution previously attended, may in some instances be admitted on probation by the Admissions Review Committee. The minimum averages to be considered are 2.00 from a four-year college and 2.25 from a two-year college.

DEFERRED DECISION — The decision is deferred until additional information is collected on the student. The student will be informed by the admissions office of the information the committee needs to complete the credentials.

REJECTED — The candidate is not accepted into the undergraduate program. This action is taken after the candidate is considered for all other admission actions.

APPLICATION PROCESS

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary materials. If admission is deferred, the applicant will be considered again. For applicants to the freshmen class, an admission decision may be based upon a six semester high school transcript, and ACT or SAT scores. It is the applicant's responsibility to have more recent test scores, if any, and the final high school transcript forwarded to the Office of Admissions.

POLICIES AND REGULATIONS

Students are enrolled at Loyola in accordance with the policies defined in the university bulletins, Student Handbook, and the traditions of the college in effect at that time. Readmitted students are subject to the policies in effect at the time of readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

All applicants and Loyola students are required to provide complete, correct and truthful information on all university applications, forms and correspondences. Administrative decisions and actions based on incomplete, incorrect, or false information are subject to immediate review and/or reversal. Applicants or students who provide such information are subject to corrective administrative and disciplinary proceedings, including but not limited to, dismissal from the university.

EXCLUSIONS

Students on probation or suspension by another university are ineligible for admission to Loyola.

FOR ALL APPLICANTS

INTERVIEWS — Although a personal interview is not required, a visit to the campus by the applicant is strongly encouraged. Applicants for the freshmen class and their parents are especially invited to visit the campus. Appointments for interviews should be made in advance with the Office of Admissions.

MEDICAL REQUIREMENTS — A medical release must be signed by the applicant or an applicant's parent or guardian, if under 18 years old. Additionally, all applicants and all students being readmitted to Loyola must complete the appropriate forms. All forms should be completed soon after the letter of acceptance is received so that the Student Health Office receives it by August 15. A tuberculin skin test or chest x-ray is required within one year prior to admission. Final acceptance is contingent upon a satisfactory health report. The university may require additional testing or examination of applicants where it appears in the best interests of the applicant and/or the university. An applicant may be refused admission to Loyola on the recommendation of the university's Health Committee. Students enrolled for less than 12 credit hours are not required to complete the medical reports, but encouraged to do so. Those who do not complete these medical forms cannot be treated by the staff of the health office.

REMEDIAL, EXTENSION AND CORRESPONDENCE CREDIT — Extension and correspondence credit earned at other institutions is not accepted by Loyola as credit toward a degree. However, in special cases the Director of Admissions has been given the authority to determine acceptability. Developmental Studies courses at the 100 level or equivalent, where hours and quality points are given, are not considered as remedial credit, although the courses may not count toward a degree.

TRANSFER OF COURSE WORK

The Admissions Office evaluates official transcripts from other accredited colleges and universities and applies all college level courses with an equivalent grade of D or better toward the student's hours required for the degree from Loyola University. The hours awarded in transfer will appear as part of the Loyola and total earned hours listed on grade reports. A higher education grade point average is constructed based on the college level course work transferred to Loyola. For graduation, transfer students are required to have a 2.0 or higher grade point average in their higher education and in their Loyola cumulative grade point averages. Official evaluations are conducted for degree seeking students only. Regardless of the number of hours accepted in transfer, students are required to meet the residency and degree requirements of their program of study.

The dean's office and department responsible for the student's intended curriculum determine the applicability of transfer courses toward the individual course requirements of the program of study. Students admitted on a degree seeking basis are notified of the applicability of courses toward the intended curriculum during the first meeting with the advisor held just prior to registration, or at an earlier scheduled appointment. In general, D grades do not count toward major requirements.

Loyola University's academic regulations are applied when evaluating course work from other colleges. "I" grades are considered permanent and

credit by examination is not transferable. From community colleges, only course work equivalent to Loyola courses at the 100 and 200 level are applicable to the degree program, although the hours are included in the earned hours needed for the degree. In such cases a student may petition the dean and department to have his or her competency evaluated and if successful, the requirement may be waived.

It is the student's responsibility to report discrepancies or question evaluations within the first 30 days of the last class day of the student's first term.

SPECIAL EVALUATION

Applicants who have a grade point average less than that required for presentation to the Admissions Review Committee and who have not been enrolled at any college or university for at least two calendar years, may petition for a special evaluation. It is necessary that they receive the written permission of the dean of the college they wish to enter as well as the approval of the Director of Admissions. In effect, the special evaluation eliminates all courses in which grades of D or F were received. Courses in which the student received a C or better are calculated into hours earned *only*. Thus, this student enters Loyola with no grade point average.

Students receiving a special evaluation may not qualify for certain kinds of financial aid.

LAGNIAPPE

The Admissions Office coordinates a pre-orientation/pre-registration program for new potential fall undergraduates to come to the campus during one of six sessions scheduled during the month of July. Students who participate in Lagniappe complete all admissions procedures, take placement tests, see advisors, and pre-register for fall classes. Participants in this program never go through registration in the Fall but simply confirm classes and pick up room number assignments at Fall orientation.

All new freshmen and transfers are allowed to attend Lagniappe. Prospective students who have been admitted to Loyola and those who wish to visit the university and meet the Loyola community in order to make a decision are invited to make reservations.

Students who have not been admitted should come to Lagniappe prepared to present evidence of meeting eligibility requirements which are described in a previous section of the *Bulletin*. Participation in Lagniappe does not guarantee admission and the Lagniappe registration fee is non-refundable except for students denied admission. Transfer students must supply official transcripts for evaluation at least two weeks prior to the scheduled session. Students enrolled in summer school are allowed to pre-register, however, pre-registration will be valid for only those new students who satisfactorily completed summer work. All Lagniappe pre-registered students must report to regular orientation to *confirm* class seats and to pick up room assignments. For more information and dates, costs, and reservation forms, contact the Office of Admissions, (504) 865-3240.

EARLY SCHOLARS PROGRAM

The Early Scholars Program offered by Loyola University is a viable educational alternative for gifted high school juniors. Academically challenging college level courses are available during the summer in fields not generally offered in high schools. Full credit will be awarded but will not be granted until the student is admitted as a regular college student.

ELIGIBILITY

1. Have scored a 23 Composite on the American College Test (ACT) or 1000 Composite on the Scholastic Aptitude Test (SAT).
2. Have high school grades placing them in the upper third of their class or a 3.0 grade point average.
3. Possess exceptional ability as indicated by tests and grades for the special curriculum of their choice.
4. Submit official transcripts and test scores to the Office of Admissions.
5. Have two letters of recommendation from high school administration forwarded to the Office of Admissions.

EARLY ENTRANCE

Certain students who are recommended by their high school principals and are considered by the Committee on Admissions to be ready for college work may be admitted immediately following the completion of the junior year in high school. This program of admission without high school diploma is intended to serve applicants of unusual promise who will benefit from beginning their college careers a year early. The Committee on Admissions may require additional examinations over and above those normally required for entrance and may make use of any other criteria, such as maturity and motivation, which may seem desirable.

SPECIAL ACADEMIC SERVICES

The Special Academic Services Program (S.A.S.) is a program of special admission and academic support which adds some flexibility to regular admission requirements. Through S.A.S., students who score no lower than 14 on the ACT or 680 on the SAT, or those whose academic record does not show their full potential, may qualify for college. The S.A.S. student receives tutoring, counseling, academic support through various workshops, and developmental courses to prepare him for regular college studies. Selected students are invited to the campus during the first summer session to participate. Students may, however, opt to complete their S.A.S. requirements in the Fall semester of their freshman year.

INTERNATIONAL STUDENTS

International students must comply with the basic admission requirements established for freshmen and transfer students. In addition these applicants must satisfy all provisions of the U.S. Immigration Act.

All documents relative to an application for admission must be submitted in English and authenticated by a school official or consulate officer. In addition to

academic records, international applicants must submit two letters of recommendation and an affadavit of financial support, endorsed by a bank official.

Applicants whose primary language is not English must show a proficiency in English adequate for university level study by scoring at least 500 (for undergraduate study) or 550 (for graduate study) on the Test of English as a Foreign Language (TOEFL). Additional testing options may be requested through the Office of Admissions.

Applicants who are otherwise qualified but whose TOEFL score is below the required level should plan on further English study before entering Loyola on a regular basis. Details of offerings in intensive English instruction at Loyola may be obtained by writing to the Office of International Student Affairs.

Transfer students from U.S. institutions may substitute at least 24 hours of academic credit at 2.5 or better in lieu of the TOEFL. Graduates of U.S. institutions may substitute the obtained degree for same.

PUERTO RICAN STUDENTS

Puerto Rican students must comply with the basic admission requirements established for freshmen and transfer students. In addition, an SAT-Verbal score of 380 will be required to show adequate proficiency in English. Results from the ESLAT portion of the Prueba de Aptitud Academica (PAA) will be considered in the event of insufficient qualification on the SAT-Verbal requirement as evidence of English proficiency, with a minimum acceptable score of 560.

Puerto Rican students who are transferring from a Spanish-speaking university must have a TOEFL score equal to 500.

TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 52 percent of the actual cost of operating Loyola for one year. The other 48 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, WWL-AM-FM-TV employees, foundations, and corporations; revenues from WWL; and a small university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid. Applications for financial aid are included in the application packet. Additional forms may be obtained from the financial aid office.

TUITION AND FEES

Undergraduate students enrolled in the Colleges of Arts and Sciences, Business Administration, and Music, are charged a flat rate for tuition if they are enrolled as full-time students having registered for 12 to 20 credit hours. Students taking less than 12 hours are charged on a per-hour basis. The flat rate is charged to City College students who take 13 to 20 credit hours. Per-hour rates vary in respect to the college, level, and time of the course. Students taking more than 20 hours are charged the flat rate, plus the per-hour rate for the hours over 20. This overload rate does not apply to Music students. There is no full-time or flat rate during the Summer Session.

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein. The rates listed below are for 1985-86.

TUITION

A&S, BA, Music, Undergraduates (FR, SO, JR, SR, Transient, Non-Degree)		
Financial Full-time (12-20 credit hours) ..... (City College, 13-20 cr. hrs.)	$2,414.00	per semester
Financial Part-time (11 credit hours or less) Undergraduate courses:		
Arts and Sciences	$160	per credit hr.
Music	$160	per credit hr.
Bus. Admin. (day)	$160	per credit hr.
Bus. Admin. (evening)	$90	per credit hr.
City College (12 hrs or less)	$90	per credit hr.
All Graduate Courses	$182	per credit hr.
Overload (each credit over 20) ..... (except College of Music)	$160	per credit hr.

Summer Session

Undergraduate (day)	$120	per credit hr.
Undergraduate (evening)	$90	per credit hr.
Graduate (day or evening)	$182	per credit hr.

FEES

For Beginning Students		
Application fee-undergraduates (not refundable)	$15.00	
Acceptance deposit (applicable to tuition but not refundable)	100.00	
For All Students		
University Center fee		
Full-time students	40.00	per sem.
Part-time students	23.00	per sem.
Summer Session	10.00	per session
Student Government Association fee		
Full-time students	10.00	fall sem.
Part-time students	5.00	fall sem.
Yearbook Fee		
Full-time students	5.00	fall sem.
Part-time students	2.50	fall sem.
Contingent fees		
Late registration	20.00	
Late payment	100.00	
Add/Drop a course	5.00	per course
Student teaching fee (part-time students only)	100.00	per sem.
Transcript	2.00[1]	
Credit by examination	20.00	
Student Health Insurance (cost varies)	200.00	per yr.
Library book not returned	18.00	minimum
Cap and gown rental (cost varies)	16.95	

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged. A charge of $10 will be assessed for each check returned from the bank.

TUITION REMISSIONS

TEACHER DISCOUNTS — A remission of 40 percent of the tuition is allowed to full-time New Orleans area teachers from accredited elementary and secondary schools enrolled in education degree programs. To apply, a letter from the principal of the school written on official school stationary must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and

[1]If more than transcript is requested at a given time, the cost for each additional transcript will be only $1.00.

state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought.

REFLECTIVE AGE — A remission of 100 percent of tuition is allowed to all students who are 62 years or older. The remission does not apply to normal student fees.

RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The residence hall contracts are for both fall and spring semesters. Board is paid separately. Proof of personal sickness and accident insurance coverage or participation in university sponsored plan is required as a condition of residency in university housing.

Room Rates

The following are room rates in effect for the 1985-86 academic year. An increase in rates is expected for the 86-87 and 87-88 academic years.

	Double Room
Biever Hall (Men)	$918.00 per sem.
Buddig Hall (Women)	$964.00 per sem.
Cabra Hall (Co-Ed Upperclass, Graduate, Law)	$990.00 per sem.
Room Application Fee (not refundable but applicable to room rent)[1]	$50.00
Biever Residence Council fee	$ 5.00 per sem.
Buddig Residence Council fee	$ 5.00 per sem.
Cabra Residence Council fee	$ 5.00 per sem.

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. The university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations and on reservations is provided in the chapter titled *Student Life*.

Meal Plans (Board)

Loyola's meal program is voluntary. Those who want the program may contract on a semester basis for one of four meal plans. For information on the meal program write Pilot Food Service, Loyola University, 6363 St. Charles Ave., New Orleans, La. 70118 or phone 865-2127. The following rates were in effect for 1984-1985. An increase is expected for 1985-1986.

MEAL PLAN	LIMITED SECONDS	UNLIMITED SECONDS
8 meals per week	$579 per semester	$607 per semester
10 meals per week	$607 per semester	$638 per semester
14 meals per week	$653 per semester	$709 per semester
19 meals per week	$699 per semester	$743 per semester
Cash Coupon Book	$ 50 per book	
Steak Option	$ 45 per semester	

[1]This fee is credited to the student's room charge. It is not refundable if the student cancels the housing request.

Because the board program is voluntary, students are not billed for it as is the case for tuition, fees, and room charges. Checks or money orders for one of the various meal plans must be made payable to Loyola University but given directly to Pilot Food Service, who manages the program for Loyola. Payments may be mailed to Pilot Food Service prior to registration or may be given to the food service company during the registration period. Cash Coupon Plan cards may be purchased at registration or during the semester.

BILLING AND PAYMENT POLICY

Students are mailed a bill for the tuition, fees, and room charges. New freshmen students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to registration.

Full payment must be received by the student finance office no later than 30 days after school begins. Students paying after this date will incur a late payment fee. Students taking Special Programs courses, Continuing Education courses, and all international students must pay in full before the first class meeting. If a bill is not received within three weeks, or if an adjustment should be made to the bill, the student should contact the student finance office so that payment can be made by the 30 day deadline. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned NSF also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc. to finance all or a part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent upon request to the student finance office.

REFUND POLICY

TUITION — Full-time students who withdraw from the university or drop to part-time status, or part-time students who drop a course(s) are entitled to a

refund of all or a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 100 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 75 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 50 percent of tuition is made.
4. If formal notice is received within seven weeks after the beginning of the semester a refund of 25 percent of tuition is made.
5. No refunds are allowed after the seventh week of classes.

Students forced to withdraw for medical reasons will be given a full tuition refund. A physician's certificate must be presented to the student finance office.

ROOM — Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS — Students may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

Loyola's scholarship and financial aid policy is to furnish recognition to the superior student and necessary assistance to the needy. In all instances where need is indicated, Loyola will use all resources available to provide sufficient funds to allow the student to attend Loyola. In instances where there is little or no need demonstrated, Loyola will still attempt to reward academic achievement with appropriate scholarship awards.

TYPES OF ASSISTANCE

ACADEMIC SCHOLARSHIPS. A scholarship is a commitment from Loyola that a portion of the tuition cost for an academic period will be covered by gift aid. The scholarships are awarded to outstanding students with superior academic records and national test scores. Preference is given to new freshmen and only rarely are scholarships given to transfer students. Students already attending Loyola cannot receive scholarship assistance except to renew a prior year award. Loyola may consider that gift aid from other sources satisfies all or part of a student's scholarship eligibility.

OTHER GIFT AID. Grants-in-aid that do not have to be repaid may be available to students who can demonstrate substantial financial need. Some

grants are not available to students who have already earned a baccalaureate degree.

CAMPUS JOBS. Both the federal government and Loyola provide employment opportunities for students who can demonstrate financial need and who want to work on campus.

LOANS. Long-term, low-interest loans provide students with an opportunity to borrow a part of the costs of education. The loans must be repaid when you are no longer enrolled at an approved school. Borrowers must be able to demonstrate financial need.

MAKING APPLICATION

A financial aid request is sent to you as part of the admission application packet. Complete the application for admission first. Then if you want to apply for financial aid, complete the financial aid request form and mail it directly to the Office of Scholarships and Financial Aid. You must also submit a financial statement and need analysis report through the Financial Aid Form (FAF) of College Entrance Examination Board. FAF's are readily available from high school guidance offices in your own area.

Offers of financial assistance are not made if your admission status is pending or uncertain. You must be formally admitted as a degree-seeking student to receive an offer of financial assistance. Your Scholarship and Financial Aid file is not considered to be complete and cannot be evaluated until your request form and financial statement and need analysis report have been submitted. You may expect a response on your completed financial aid application within three weeks.

You are urged to apply early and to supply all documentation well in advance of the beginning of the enrollment period. Offers which can be made before June 1 are considered timely and should meet your full need.

WHAT AID DOES ONE APPLY FOR?

There is no need to apply for any specific kind of scholarship or financial aid. In fact, application for a specific kind of assistance is discouraged with three exceptions. They are 1) Pell Grants, 2) music scholarships, and 3) ROTC scholarships.

For the Pell Grant, application must be made to the federal agency directly. High school students may get information on this from their high school counselor or from the Loyola Office of Scholarships and Financial Aid. All students requesting scholarship or other financial aid must also apply for the Pell Grant.

Scholarships in music are awarded directly by the College of Music. These scholarships are given for ability, need, and talent. Application should be made directly to the dean of the College of Music.

ROTC scholarships provide for tuition, fees, books, and other required expenses, except room and board. For details consult the index under *ROTC Scholarships* for the page where such scholarships are described.

The financial aid officer is knowledgable by training and experience to give applicants the best assistance possible. Oftentimes an award will include a combination of the four different kinds of financial aid — scholarships, grants, loans, and jobs. Thus, it should be obvious that the financial aid officer is the best

person for putting together an often complex, multi-assistance financial aid package.

HOW MUCH CAN ONE EXPECT?

How much one receives depends upon what a person's need is. Need is the difference between the cost of education and what you and your family should be able to pay. Loyola bases the student/family contribution upon information provided on a financial statement and need analysis report as previously described.

MAKING SATISFACTORY ACADEMIC PROGRESS

Students receiving scholarships and/or other financial assistance have the responsibility to make normal progress toward graduation and completion of their program of study. Recipients of assistance who habitually withdraw from classes or who habitually receive grades which show the course work was not completed may be judged as not making progress. Recipients who are placed on academic probation may be found not to be making progress.

All recipients who are in danger of losing financial aid eligibility for failure to make progress will be personally warned in writing of the conditions to be met in order to maintain progress. The warning will advise probationary students that they must earn **better than** a 2.0 average during each semester that they are on probation, and that they must refrain from withdrawing from classes or from failing to complete courses scheduled. The warning to those who have made a habit of not completing scheduled courses will demand that such practices stop. Recipients who fail to meet the terms of the warning will lose the right to participate in all financial aid programs until such time as they will have demonstrated, at their own expense, that they are capable of completing their course of study in an orderly manner. Additional information is available on request in the Scholarship and Financial Aid Office, Danna Center, room 208.

ACADEMIC REGULATIONS

In the spring of 1979, Loyola implemented a new comprehensive computer based student record system. As a result, many procedures and policies changed. Students who attended Loyola both prior to and after the spring of 1979 will have two transcripts that will have different appearances and form but will remain indentical in content.

KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Registration Schedules* distributed by the Registrar's Office, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood that both the student and the student's parents or guardians agree that the student will be governed by the university regulations and will abide by decisions made by proper authorities of the university regarding the individual student.

FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the office of the dean of one's college.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisors will also ensure that the undergraduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.

EARLY REGISTRATIONS

Currently enrolled students may attend Early Registration for the subsequent term. Graduating students and transient students are not eligible. Students who have a financial obligation to the university may attend Early Registration after they have satisfied the obligation. Early Registration is usually held in November and April and followed if time permits by Continued Early Registration, during which time students who attend Early Registration may drop and add courses at no charge. All those newly admitted to the university are advised to attend the summer Lagniappe early registration.

Students who register early are required to confirm their registration by picking up their early registration confirmation form in the Registrar's Office. Once their registration is thus confirmed, the students are enrolled and will be billed accordingly. If they decide not to return to the university in the semester for which they registered, they must officially withdraw before the semester begins. Students who fail to confirm their registration have their registrations cancelled.

REGISTRATION

Registration is held at the beginning of the term for new students and for students enrolled in the previous term who did not attend Early Registration. Students who registered early may drop or add at Registration. Those admitted as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as a nondegree-seeking student or a degree-seeking student in order to continue their enrollment. Students with financial obligations to the university may not register until such obligations have been satisfied.

LATE REGISTRATION

Late Registration is normally the second and third working days after Registration. A late registration fee is assessed to cover the additional administrative costs, and a student may be required to pay tuition in full. Students with financial obligations to the university may not register until such obligations have been satisfied. No one may be admitted or register after the last day of Late Registration.

DROP/ADD PERIOD

For approximately five working days following the last day of Registration, students are permitted to drop and add courses. A $5 per transaction drop/add fee is charged to cover the administrative costs so that the financial burden of this option will not have to be passed on to the student population at large. Because of external and internal reportings on enrollments, deadlines for drop/add activity must be strictly enforced.

Registration for the audit grading option may be selected by students during registration or the drop/add period and may not be changed at a later date.

Some courses have been designated by the Committee on Courses and Curriculum as pass/fail courses only. All students enrolled in these courses are eligible only for a pass/fail grade. Students may not elect a pass/fail option in other courses.

WITHDRAWAL FROM COURSES

Up to one week following the mid-term period, students may receive from the Registrar an administrative withdrawal from a course. Students receive a W in the course and the transaction requires advisor's and instructor's permission.

After this administrative withdrawal period, students may petition their instructors no later than two weeks before the last class day for permission to withdraw from that term. Based on the student's petition, a faculty member may award a WP, WF, or require the student to complete the course. Failure to

withdraw will result in the grade of WF. The decision of the faculty member is recorded on the final grade roster. This policy is under review and may be changed at any time.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw officially from the university a student must:

1. Obtain withdrawal forms from the Office of the Registrar.
2. Obtain signatures of the designated officials on withdrawal forms.
3. Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar, will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive "W's". After the withdrawal period, a grade of WP or WF is assigned by the instructor. A student may petition his or her instructor for a WP no later than two weeks prior to the last class day of the term.

LEAVE OF ABSENCE

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence form in the Registrar's Office. Students returning from a leave of absence are subject to the policies of their entering bulletin.

GRADING

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

A Excellent. This grade is assigned 4 quality points per semester hour.

B+ Good. This grade is assigned 3.5 quality points per semester hour.

B Good. This grade is assigned 3 quality points per semester hour.

C+ Average. This grade is assigned 2.5 quality points per semester hour.

C Average. This grade is assigned 2 quality points per semester hour.

D+ Minimally Passing. This grade is assigned 1.5 quality points per semester hour.

D Minimally Passing. This grade is assigned 1 quality point per semester hour.

F Failure. No quality points are assigned.

I Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. If the I grade is not made up by the end of the term subsequent to the term in which it was incurred, it can only

be made up by special permission of the dean of the college in which the course was offered. Note that an I grade which is not made up becomes permanent.

P Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.

W Withdrawal. Indicates that the student withdrew by the 10th week of class in the Registrar's Office. No credit is awarded.

WP Withdrawal Passing. Indicates that the student withdrew while passing the course. No credit is awarded.

WF Withdrawal Failing. Indicates that the student withdrew while failing the course or did not officially withdraw from the course. No quality points are earned.

AU Audit.

AI Audit Incomplete.

IP In Progress. (To be awarded only with the registrar's permission in courses that span more than one term.)

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F and WF.

GRADE POINT AVERAGES

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded and quality points. The following definitions apply.

ATTEMPTED HOURS are the units associated with each course. Typically, a three credit hour course meets for 150 minutes a week for 14 weeks during the Fall and Spring terms.

QUALITY HOURS are the units upon which a student's grade point average is calculated. It differs from attempted and earned hours because quality hours do not include pass/fail courses and do include failed courses.

TOTAL EARNED HOURS and LOYOLA EARNED HOURS are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

QUALITY POINTS are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours (a 3 credit hour course = 12 quality points).

GRADE POINT AVERAGES are calculated by dividing the total quality points by the total quality hours.

CUMULATIVE GRADE POINT AVERAGES include only the course work taken at Loyola.

HIGHER EDUCATION GRADE POINT AVERAGES include all Loyola course work and transfer course work as evaluated by the Admissions Office.

GRADE REPORTS

A report of the grades made by a student in his or her scheduled courses is sent to the student at the end of each semester. Grade reports may be sent to

parents or guardians if the student certifies that he or she is claimed as a dependent for federal income tax purposes. This certification must be made each semester at the time of registration.

Loyola's grade reports list the courses, grades, Loyola grade point average (both cumulative and semester), the higher education grade point average, and the total earned hours (Loyola and transferred earned hours).

Discrepancies must be appealed in writing to the Registrar's Office within 30 days of the last examination.

Grade reports are withheld until all financial indebtedness to the university is satisfied.

CHANGE OF GRADE

An instructor may change a grade previously assigned by processing an official change of grade form in the Registrar's Office. The instructor must request the grade change form, cite the reason for changing the grade, and obtain the approval of the dean under whose jurisdiction the course was offered. All changes of grade must be submitted to the dean no later than five days before the last day of class in a term.

GRADE APPEALS

The student has a right to the grade he or she has earned, the right to know the grading system of the instructor, and the right to know grades as they are given in the course of the term. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this proves unsatisfactory, the student should then consult the department chairperson. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent semester, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chairperson of the committee.

The student and instructor are to be apprised of the composition of the committee and the dean should honor any objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee and the vice president for academic affairs should honor any objection which either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions will be subject to the grade appeal policy at that institution.

ACADEMIC ACTIONS

Probation and Suspension

An undergraduate student whose Loyola cumulative grade point average falls below 2.0 will be placed on probation. In the subsequent terms, until such time as the student's Loyola cumulative grade point average is greater than or equal to a 2.0, the student will be required to make substantial progress toward a Loyola cumulative grade point average of 2.0. Under normal circumstances substantial progress is defined as removal of one-half of the existing quality point deficiency in the first semester following the deficiency. Failure to attain this Loyola cumulative grade point average during the probationary period will ordinarily result in academic suspension from the university. A student is removed from probation upon achieving a Loyola cumulative grade point average equal to or in excess of 2.0, and fulfilling any other probation conditions required by the college.

An undergraduate transfer student, who is admitted on probation will be required to make substantial academic progress. Failure to do so during the first semester may result in academic suspension from the university. A transfer student is removed from probation upon fulfilling probation conditions required by the student's college.

At the end of each term, students will be notified by mail by their deans of any academic actions. Academic actions may be appealed to the dean's office of each college. In the spring of 1979, the university stopped indicating a probationary status on a student's transcript. Students excluded by the university have indicated on their transcript either "academic suspension for a semester," "academic suspension for a year," or "academic dismissal." A student's first exclusion will ordinarily be for one term, requiring reapplication for admission.

A student who is on probation or who has been suspended and completed the period of suspension may be admitted to another college with approval of the dean of that college.

Although dismissal and suspension are usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis. The university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss or suspend a student whose conduct, attitude, or performance is in serious

opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

Dean's List

An undergraduate student enrolled in the College of Arts and Sciences, College of Business or College of Music who earns 12 quality hours or an undergraduate student enrolled in City College or the College of Business as an evening student who earns nine quality hours may be placed on the Dean's List. To be eligible for this distinction, the student must have earned a 3.5 grade point average with no I or blank grades. Students who are placed on the Dean's List will have this distinction indicated on their transcript at the end of each semester. This practice was started in the Spring 1979 semester.

CAREERS

Students may have an undergraduate, graduate and/or professional career at Loyola University. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their grade point average at the time of the awarding of the degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

ADMISSION TO CONCENTRATION

Students indicate an interest in a program of study during the initial admission process which enables the student to be properly advised concerning a course of study. During the second semester of the sophomore year or upon completion of 56 credit hours, each student must declare an area of concentration and shall, in the office of the dean, petition for acceptance into the chosen area of concentration. Students who transfer into the university with junior or senior status should declare an area of concentration at the end of their first semester at Loyola.

The college and department so petitioned, based upon college policy requirements for admission to a degree program, will notify the student of their decision. Those admitted shall possess minimum qualifications of Loyola and higher education cumulative grade point averages of 2.0 and demonstrate sufficient promise in the elected area of concentration as specified by the college or department. On the condition that students have taken appropriate prerequisites and requirements in their previous work, Loyola offers to all students enrolled in an area of concentration the courses necessary for the completion of the program in a two-year period.

SECOND AND SECONDARY CONCENTRATIONS

Students are allowed to pursue two concentrations simultaneously by petitioning their dean and establishing one as the primary and the other as the second concentration. Students may also pursue a secondary concentration. The dean and advisor will establish requirements based on the current *Bulletin*.

SECOND BACHELOR'S DEGREE

A student who has earned a bachelor's degree may apply for a second degree only if the second degree is different from the first degree. Ordinarily, a second degree at the undergraduate level is discouraged and a graduate degree is encouraged.

However, in rare instances, two baccalaureate degrees may be appropriate to a student's educational goals. Students who hold a baccalaureate degree from Loyola University or any other accredited institution may earn a second bachelor's degree from Loyola if they meet the following conditions:

1. Have the approval of and work out program details with the dean of the college involved;
2. Complete at Loyola a minimum of 30 additional semester hours beyond the first degree, at least 15 hours of which must be in the second degree's primary concentration (Students holding degrees from other institutions must also meet the college's Common Curriculum requirements.);
3. Complete all requirements for the second degree not covered by the first degree program;
4. Meet all quality point and grade requirements set by the college.

Students should be aware that financial aid opportunities for those seeking a second baccalaureate degree are limited.

CLASSIFICATION

Classifications are determined by the Office of Admissions based upon the credentials and application submitted by the student.

Classifications may be changed in a student's first term by the Admissions Office up to November 1 in the Fall semester, March 1 in the Spring semester and two weeks after the Summer Session registration.

TRANSIENT STUDENTS are admitted for one term without official credentials. Those who enroll as transient students must re-apply for admission as nondegree-seeking students or as degree-seeking students by submitting official credentials, if they wish to continue their enrollment. Transient students are not eligible to preregister. Course work taken while a transient student is subject to evaluation in terms of applicability to a degree. There are limitations on financial aid available to transient students.

NONDEGREE-SEEKING STUDENTS are admitted with official credentials but do not wish to pursue a particular degree program. Students admitted as nondegree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a nondegree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to nondegree-seeking students.

DEGREE-SEEKING STUDENTS are formally admitted to pursue a degree program. Degree-seeking students are classified as follows:

Freshmen — 0-24 total earned hours
Sophomores — 25-55 total earned hours
Juniors — 56-89 total earned hours
Seniors — 90 or more total earned hours

Failure to attend any term without applying for a leave of absence requires reapplication and readmission to the university.

CHANGE OF COLLEGE, CONCENTRATION OR CLASSIFICATION

Students may petition to change college, concentration, or classification by completing the appropriate form and submitting the form to the dean's office for changes of concentration, to the Registrar's Office for changes of college, and to the Admissions Office for changes of classification.

ACADEMIC FULL-TIME/PART-TIME STATUS

Academic Full-Time — any undergraduate student enrolled for 12 or more credit hours.

Academic Part-Time — any undergraduate student enrolled for 11 or fewer credit hours.

Undergraduate students must have their dean's permission to register for more than 20 credit hours.

ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in class will affect grading. For example, the instructor may judge that attendance in class is imperative and demand adherence to a policy that a student is liable to receive an F at the discretion of the instructor if he or she misses 15 percent of the classes.

REPETITION OF COURSES

To repeat a course, students must have the approval of their advisor, dean, and the registrar. Both grades are used to compute the cumulative grade point average but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours. Courses that may be taken more than once as opposed to "repeated" courses *(Independent Study, Play Production, etc.)* will carry this notation in the course description. Transcripts will carry a notation identifying all repeated courses.

Except in very special cases, students should be discouraged from repeating courses. Loyola's policy is to show both grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing both grades and quality points are included.

COMPOSITION REQUIREMENTS

Composition 100 is a basic skills composition course. Composition 105 is a special basic skills course designed for international students. Composition 122 is the college level composition course of Loyola University. At the beginning of the Fall and Spring terms, all new students are tested and placed in either Composition 100, 105, 122 or they are given credit by examination for Composition 122. Students placed in either Composition 100 or Composition 105, upon successful completion of this course, will be required to complete Composition 122.

While Loyola accepts the earned hours of college composition as part of the transfer credit evaluation, transfer students are required to demonstrate

competency at the Composition 122 level by passing the above mentioned test. Failing to do so, transfer students must complete Composition 122 as a requirement for graduation. In such cases, the Composition 122 credit and grade are awarded as it is not considered a repeated course.

For City College students, the composition requirement is satisfied by Composition 119.

ATTENDANCE AT OTHER COLLEGES

Students must obtain the prior written permission of their dean to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the controlling department and dean. Only students in good standing are granted permission to attend another institution. An official copy of the transcript from the other institution must be submitted to the Loyola Registrar's Office prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

GRADUATE COURSES

Undergraduates may take one graduate course in each of their last two terms. The graduate course's earned hours and quality points will be applied to the undergraduate career only. Under no circumstances will the course's hours and quality points apply to both the graduate and the undergraduate careers.

ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

To be eligible for graduation, students must have fulfilled their specific degree program requirements, college requirements, must have both a 2.0 higher education cumulative and a 2.0 Loyola cumulative grade point average, and have been certified to graduate by their dean.

In the first part of the academic year in which a student expects to graduate, he must file for candidacy with the registrar.

RESIDENCY

A minimum of 30 credit hours must be successfuly completed while registered at Loyola University. Unless special permission is granted by the dean to pursue work elsewhere, the last 30 credit hours must be completed at Loyola. Although transfer students are required to complete at least 15 credit hours in their primary concentration while at Loyola University, additional hours are normally required.

GRADUATION TIME LIMIT

Students are required to complete their degree program within seven years of the date of acceptance into their area of concentration.

GRADUATION

Loyola confers degrees in May, August, and December. After grades are received, the university determines graduation grade point averages and distinctions. Subsequently, the Registrar's Office posts the degrees and distinctions to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record.

GRADUATION DISTINCTIONS

Graduation distinctions are determined on the basis of both a student's higher education and Loyola cumulative grade point average.

A student who has made a cumulative average of 3.5 on the higher education and on the Loyola cumulative graduates *cum laude,* one who has made an average of 3.7, *magna cum laude;* one who has made an average of 3.9, *summa cum laude.* These distinctions are inscribed on the diplomas, noted in the list of graduates published for the commencement exercises, and listed on the transcript.

COMMENCEMENT

Loyola holds a commencement at the end of the Spring term. Students who graduated in the previous December and those who are candidates for May and August graduation are eligible to participate in commencement. The commencement program is not a certification document of the university. The list of graduates is published in the next *Undergraduate Bulletin.*

DEGREES

The diploma given to students upon graduation carries the university information, student's name, university distinctions, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

CREDIT BY EXAMINATION

Loyola recognizes that students, as a result of study or experience, may possess a mastery of the content of certain college courses. To enable students to profit from their knowledge, Loyola allows students to receive credit or a waiver of a requirement through departmental or external examination.

Credit by examination is governed by the following regulations:

1. Only registered non-transient students are eligible to receive credits.
2. The maximum number of credit hours a student may earn is 30.
3. A student may not receive credit or a waiver of a requirement in a course which the student has attended or enrolled, except during one's first semester when a student is allowed to drop a course because of inaccurate placement. Students who have enrolled in a course as auditing may petition for credit by examination.
4. A student may not receive credit by examination for a course that is at a level more elementary than one in which he or she is currently or previously enrolled.

5. Credits earned by examination do not qualify for veterans benefits nor are they used in determining registered hours.

Departmental Examinations

Students may petition the dean in charge of the subject area to be examined on the content of a specific course or to have an examination or evaluation of an academic experience related to a specific area. Upon completion of the examination or evaluation, the dean will notify the registrar who shall assess the fee and if the student has been successful, post the credit. There is a $100 per course equivalent charged for all such petitions which involve a departmental test.

Optional Placement Tests

Entering students may choose to take placement tests in modern foreign languages, Greek, Latin and history. Their scores may enable them to place out of and/or receive Loyola credit for specific courses upon registration. Such credit does not transfer from one university to another.

Additionally, placement and proficiency tests and auditions are given in the area of music for the purpose of assigning students to private applied music study and to ensure homogeneity in some classes. Extraordinarily able music students may receive advanced placement in some music study on an individual basis.

External Examinations

Students may petition the university for credit by external examination by having the scores sent to the Loyola Admissions Office. The Dean's Offices will evaluate all scores based on the approved external examination. There is a $20 posting fee on external examinations.

External Credit By Examination Chart

TEST NAME[1]	LOYOLA EQUIVALENT	CREDIT HOURS	CEEB CLEP GEN	CEEB CLEP SUBJ	CEEB ACH TEST	CEEB ADV PLAC
Biology	BIOL 122 Cult. Biol	3		50	650	4
Microbiology	BIOL 122 Microbiology	4		50		
Anatomy	BIOL 210 Anatomy	3		50		
Chemistry	CHEM 105 Gen Chem	4		50	670	4
Composition[2]	COMP 122 Composition	3	500	50	640	4
Comp & Data Proc.	COSC 105 Basic	3		50		
Fortran IV	COSC 117 Fortran I	3		50		
Computer Science	COSC 220 Introduction to Computer Science	3				4
Microeconomics	ECON 200 Microeconomics	3		50		
Macroeconomics	ECON 201 Macroeconomics	3		50		
Educ. Psychology	EDUC 205 Education Psy	3		50		
French I	FREN 100 French I	3		50	660	
French II	FREN 101 French II	3		50		
French Lang. Level III	FREN 200 Level	3				
French Lit. Level III	FREN 200 Level	3				4
German I	GERM 100 German	3		50	670	
German II	GERM 101 German	3		50		
German Level III	GERM 200 Level	3				4
European History	HIST 122 World History	3		50	640	4
American History	HIST 200 U.S. History 1	3		50	590	4
Afro-American History	HIST 256 U.S. Black Hist	3		50		
Latin Lyric	LATN 200 Minor Poets	3				4
Virgil	LATN 330 Virgil	3				4
Composition and Literature	LIT 202 Introduction to Literature I	3				4
College Algebra	MATH 118 Algebra & Trig	3		50		
Algebra & Trig	MATH 118 Algebra & Trig	3		50		
Trigonometry	MATH 118 Algebra & Trig	3		50		
Mathematics (Level II)	MATH 118 Algebra & Trig	3			750	
Mathematics	MATH 122 Math Models	3	500			
Mathematics (Level I)	MATH 122 Math Models	3			640	
Statistics	MATH 241 Prob & Stat.	3		50		
Test & Measurement	MATH 241 Prob & Stat.	3		50		
Calculus	MATH 257 Calculus I	3		50		
Calculus AB	MATH 257 Calculus I	3				4

[1]In accordance with the guidelines of the American Council on Education, formal course work taken while in the military and noncollegiate courses may be substituted for one of the exams listed in the External Examination Chart. Students should petition the Registrar for consideration by submitting the results of those examinations.

[2]Departmental Examination required.

(External Credit By Examination Chart Continued)

TEST NAME[1]	LOYOLA EQUIVALENT	CREDIT HOURS	CEEB CLEP GEN	CEEB CLEP SUBJ	CEEB ACH TEST	CEEB ADV PLAC
Calculus BC	MATH 258 Calculus II	3				4
Psychology	PSYC 100 Intro to Psy	3		50		
Russian I	RUSS 100 Russian I	3			730	
Sociology	SOCI 100 Intro to Soc	3		50		
Spanish I	SPAN 100 Spanish I	3		50	670	
Spanish II	SPAN 101 Spanish II	3		50		
Spanish Lang. Level III	SPAN 200 level	3				4
Spanish Lit. Level III	SPAN 200 level	3				4
Humanities	SPEC 499 Humanities	3	500			4
Natural Sciences	SPEC 499 Natural Sciences	3	500			4
Social Sciences	SPEC 499 Social Sciences	3	500			
Art: Studio	VISA 100 Art	3				4
Art: History	VISA 210 World Art	3				4

TEST NAME[3]	LOYOLA EQUIVALENT	CREDIT HOURS	NLN		ACT PEP	
Advanced Placement Exam	NURS 260 Nurs. Foundations I	4-12	50		45	
Advanced Placement Exam	NURS 265 Nurs. Foundations II	4-8	50		45	
Advanced Placement Exam	NURS 270 Nurs. Foundations III	4	50	45		

[3]Specific test names of the NLN and ACT/PEP exams may be obtained from the Director's Office. Registered nurses enrolled in Loyola's Nursing Program may receive 24 hours in nursing in addition to the 30 hours of credit by examination.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic Work

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism* and misrepresentation are prohibited.

A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be suspended for one or two semesters or dismissed from the university.

A student who engages in cheating, plagiarism or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for suspension or dismissal from the university.

Faculty members are required to report immediately to the dean of the student's college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student's college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

Appeals Procedure

Up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation.

If the matter cannot be amicably resolved in consultation with the instructor, and chairperson, the student may appeal to the dean of the college in which the course is offered. The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean (or assistant dean), two faculty members, and a student to render a decision. The dean or the dean's designated representative will serve as the non-voting chairperson of the committee. The student and instructor involved should be informed of the membership of the committee and the dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

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*Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (*Plagiarism and Originality,* p. 2). "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook,* p. 4).

If the dean should refuse a committee hearing to the student, he or she may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and one student from the college in which the appellant is enrolled. The decision of this committee is final.

CLASSROOM DISCIPLINE

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may cause removal from that class meeting and can result in removal from the course with a grade of "W". A second such disruption may result in suspension for one or two semesters or dismissal from the university.

Appeals Procedure

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chairperson or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean (or the assistant dean), two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the commitee shall give a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the vice president for academic affairs should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

PROCEDURES FOR SUSPENSION OR DISMISSAL

The dean of a college or his or her representative may initiate proceedings for suspension or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for suspension or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation, and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or assistant dean will form a committee to hold a suspension or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation, or similar offenses the committee will consist of the dean (or assistant dean), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or assistant dean), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on suspension or dismissal. The dean or assistant dean of the student's college shall provide the student with a written statement outlining the reasons for the suspension or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and *not* to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or her position concerning suspension or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least ten days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the vice president for academic affairs.

Should the dean of the college decide that the student shall be suspended for one or two semesters or be dismissed from the university, the student may appeal the decision to the vice president for academic affairs within ten days following receipt of the dean's decision. After receiving the written appeal from the student, the vice president for academic affairs may affirm, modify, or reverse the action previously taken by the dean.

The decision of the vice president for academic affairs is final.

RECORDS RETENTION POLICY

Admissions Documents

Acceptance letters, applications, correspondence, letters of recommendation, credit by examination, test scores, transcripts, transfer credit evaluations and admissions decision information are retained on non-enrolled students for a period of one year from the term of first enrollment. Since Spring 1979, the admissions records of enrolled students are retained for five years. Consequently, students who reapply for admission after a period of five years may be required to resubmit transcripts and other credentials in order to be reconsidered for admission and transfer credit evaluation.

Records and Registration Documents

Graduation certification, course request forms and drop/add forms are retained for a period of one year. Change of grade forms, final grade rosters, transcripts, catalogs, class schedules and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the registrar within 30 days from the final class day of a term.

POLICY ON RELEASE OF INFORMATION

Loyola makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, nor sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment, and as the Privacy Rights of Parents and Students — Section 438 of the General Education Provisions Act) permits only the release of "directory information" about students without the student's written consent. "Directory Information" includes:

Student's name, address, telephone number, date and place of birth, college, major, classification, participation in recognized student activities, dates of enrollment, degrees conferred and dates of conferral and any graduation distinctions, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate on the personal data form at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions — (a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student's application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency; (i) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons; and the Veterans Administration.

Personal information shall be transferred to a third party, however, only on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required and a university official shall remain in the immediate vicinity during the examination process.

Each educational institution is required by the law to maintain a record kept with the education records of each student, which will indicate all individuals, agencies or organizations (other than those specified as having access without the student's written consent) having obtained access to the student's record.

TRANSCRIPTS/COUNSELOR'S REPORTS

Loyola may distribute only its own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law. Upon a student's request, all official transcripts are sent by the Registrar's Office to others. Transcripts marked "Issued to the Student" are given by the Registrar's Office to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts carry notations identifying concentrations, degree programs, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth and prior level. Academic suspension and academic dismissal are indicated on the transcript for students placed in this status.

Students who have attended Loyola as transients under the cross-enrollment/consortium policy will have their course work posted on their home institution's transcript.

The Office of Career Planning and Placement issues copies of Loyola transcripts as part of its placement portfolio. This advising form should not be treated as an official transcript.

Loyola will withhold transcripts, grade reports, diplomas and statements of honorable dismissal until indebtedness to the university has been discharged.

CROSS-ENROLLMENTS

Loyola has cross enrollment agreements with the New Orleans Consortium (Xavier University, and Notre Dame Seminary), Tulane University, University of New Orleans, and Southern University in New Orleans. Loyola students who wish to enroll at one of these institutions through a cross-enrollment agreement must have the permission of their advisor, dean, and the registrar.

Loyola students who participate in the cross-enrollment program will have the course work automatically posted to their Loyola transcript. Therefore, Loyola students when applying to graduate schools should not indicate one of the cross-enrollment institutions as one of the schools that they have attended.

Students who cross-enroll at Loyola will not have a transcript from Loyola for the terms during which they cross-enrolled; those courses will appear on the transcript of their home institution. If, however, the student attends Loyola as a Loyola student, for example during the Summer when there is no cross-enrollment agreement, then he or she would have a Loyola transcript for that Summer term.

Any student paying the equivalent of full-time day tuition on his or her home campus is eligible to cross-enroll for a maximum of two courses or six hours through the New Orleans Consortium (Loyola, Xavier, Notre Dame). The combined number of semester hours scheduled determines full-time tuition. Loyola undergraduates may cross-register for a limit of two specially designated courses in the Departments of Aerospace, Anthropology, and Geology at Tulane. Likewise, Tulane undergraduates may do the same in the Departments of Communications and Drama/Speech at Loyola.

Loyola, Universtiy of New Orleans and Southern University cross-enroll only in ROTC programs. All Air Force ROTC program benefits and services, including scholarships, are provided to qualified Loyola students.

VETERANS AND SOCIAL SECURITY CERTIFICATIONS

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans and Social Security Administrations can be certified by the coordinator of certifications in the Registrar's Office. In accordance with Title 38, United States Code, *Veterans Benefits,* Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university's colleges.

Reimbursement is certified for standard courses only, excluding continuing education courses. All inquiries concerning the certification should be directed to the coordinator of Veterans and Social Security Administration Benefits in the university's Registrar's Office.

Credit Hour Certification Rules For Veterans

Classification	Full Time	3/4 Time	1/2 Time	1/4 Time
Undergraduate	12	9	6	3
Graduate	6	-	3	-
Law	9	6	3	1-2
Summer School — All Colleges	6	3	-	-

BOBET HALL
ROOM 216

COLLEGE OF ARTS AND SCIENCES

Dean: *Office:* 202 Bobet Hall
Associate Dean: Claire J. Paolini, Ph.D.
Associate Dean for the Common Curriculum: Patrick L. Bourgeois, Ph.D.
University Honors Program Director: F. Conrad Raabe, Ph.D.

The college, founded in 1912, is accredited by the Southern Association of Colleges and Schools and approved for Teacher Education by the Louisiana State Board of Education.

It holds membership in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, National Catholic Educational Association, National Educational Association and the Southern Association of Colleges and Schools.

BACHELOR DEGREES

The College offers the bachelor of arts or bachelor of science in the fields of biology, chemistry, communications, computer science, drama, economics, elementary education, English, history, languages (French, German, Russian, Spanish), mathematics, philosophy, physics, political science, psychology, religious studies, sociology, social work, graphic arts and visual arts.

Students who wish to earn a bachelor's degree through programs not regularly available in the College of Arts and Sciences may consult the Assistant/Associate Dean about the possibility of a Contract Degree.

The college also offers programs in pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary, and pre-engineering.

REQUIREMENTS FOR DEGREE

The requirements for the bachelor of arts and the bachelor of science degrees are:

(1) Successful completion of at least 128 credit hours;
(2) At least a 2.0 in all courses taken (higher education cumulative), in courses taken at Loyola (Loyola cumulative), and in courses taken in the area of concentration (concentration cumulative);
(3) Completion of the common curriculum requirements;
(4) Completion of the area of concentration requirements listed by the department;
(5) Completion of at least 30 hours of course work in the concentration (of which at least 15 must be taken at Loyola);
(6) Successful completion of "Entrance to Concentration";
(7) Certification for graduation by the student's department;

(8) Completion of a comprehensive examination in the concentration. Each department will establish and publish in advance the nature of the comprehensive examination and the standard for acceptable performance.

CURRICULUM DESIGN

The curriculum is meant to achieve two goals: to give the student a solid and well-rounded preparation in the area of concentration; and to enable the student to grapple with current convictions, beliefs and commitments in an atmosphere of study and reflection. The curriculum matches the goals of Catholic and of Jesuit liberalizing education, both of which function best in an open society, a pluralistic culture, and an ecumenical age. The curriculum is broken up into four parts.

Part One—Area of Concentration

Area of Concentration: that series of courses which leads to a bachelor's degree in a subject area. The concentration generally requires between 30 and 40 credit hours of study, and is described under each departmental heading.

Part Two—Adjunct Courses

Adjunct Courses: that series of courses in areas allied to the concentration which leads to a well-rounded person. Thus, mathematics is necessary to a physicist; philosophy, very useful to the political scientist. Some of these courses are already listed below under degree programs, others are selected in consultation with the student's advisor or chairperson.

Part Three — Common Curriculum

Common Curriculum: The common curriculum complements the concentration and adjunct courses by providing a broad humanistic dimension to every undergraduate's program. The program contains introductory and advanced courses.

INTRODUCTORY COURSES (122-129)

Beginning students must take each of the following seven courses (21 cr. hrs.):

English Composition 122	*Composition Skills*
*Mathematics 122	*Math Models*
Literature 125	*The Emerging Self*
Philosophy 122	*Introduction to Philosophy*
Religious Studies 122	*Introduction to Religious Studies*
Science 122	(Biology, Chemistry, or Physics)
History 122 or 124	*World Civilization I* or *World Civilization II*

*A different Mathematics course may be designated by the student's department.

ADVANCED COURSES (130-199)

Students elect nine courses (27 cr. hrs.) with two each in Philosophy and Religious Studies, one in Behavior/Social Sciences, one in Humanities/Arts, excluding Philosophy and Religious Studies, one in Natural Science and two more from any of the above areas. Two of the advanced courses must be labeled *Premodern.* A student may not take a Common Curriculum course for Common Curriculum credit from his or her department.

A student wishing to check his or her progress against Common Curriculum requirements should check with the academic advisor of record or with the Assistant/Associate Dean, Arts and Sciences.

Only courses designated as "Common Curriculum" in registration materials fulfill requirements of the program.

The advanced courses are under three major divisions, Behavioral/Social Sciences, Humanities/Arts, and Natural Sciences. Courses are either Modern or Premodern within these divisions. The three divisions are as follows.

Behavioral/Social Sciences

Communications	Psychology
History	Sociology
Political Science	Economics (College of Business Administration)

Humanities/Arts

Drama	Philosophy
Classical Humanities	Religious Studies
Literature	Visual Arts
Modern Foreign Languages	Music (College of Music)

Natural Sciences

Biology	Mathematics/Computer Science
Chemistry	Physics

The advanced courses offered each semester are selected from the courses listed below and additional new courses as they are approved. Course descriptions are found in listings under subject categories.

BEHAVIORAL/SOCIAL SCIENCES

Premodern Courses

HIST	0222	130	Zen I
HIST	0222	134	English History/Shakespeare
HIST	0222	142	Slavery/Race Relations
HIST	0222	150	Rise of Religious Toleration
HIST	0222	152	Social History of Greece and Rome
HIST	0222	166	European Expansionism
HIST	0222	174	French Culture and Civilization
HIST	0222	182	The Quest for El Dorado
HIST	0222	186	Discovering Africa
PSYC	0236	138	Ancient Mythologies
SOCI	0239	140	Development of Social Thought
CMMN	0271	130	Media and Civilization

Modern Courses

CMMN	0271	132	Popular Culture
CMMN	0271	134	Media and Consumers
CMMN	0271	136	Understanding Media
CMMN	0271	131	Screen Power
CMMN	0271	133	Art of the Film
HIST	0222	136	Zen II
HIST	0222	138	History of the Dance
HIST	0222	140	Italian Culture and Civilization
HIST	0222	144	Discovering Third World
HIST	0222	145	Crisis in Central America
HIST	0222	146	American Revolution
HIST	0222	148	History and Philosophy of Labor
HIST	0222	156	Hero in American History
HIST	0222	158	Quest for American Identity
HIST	0222	160	WWI in History and Literature
HIST	0222	162	Divergent Paths
HIST	0222	164	American Left in the 20th Century
HIST	0222	170	American Businessmen/Fact and Fiction
HIST	0222	172	Black Leadership in U.S.A.
HIST	0222	178	Man at War
HIST	0222	180	Afro-American Culture and History
HIST	0222	188	The European Left
POLS	0235	130	Politics and Film
POLS	0235	132	Comparing Poltical Experience
POLS	0235	134	Politics and Corruption
POLS	0235	144	Science and Ideology
POLS	0235	146	Politics and Society
PSYC	0236	130	Models of Human Behavior
PSYC	0236	134	Horror: Fiction and Film
PSYC	0236	136	Science Fiction: Anatomy of Wonder
PSYC	0236	142	Drugs & The Future of Man
PSYC	0236	196	Academic Testing
PSYC	0236	144	Models of Madness
PSYC	0236	146	World Without Energy
PSYC	0236	148	Fantasy - Hills of Faraway
PSYC	0236	196	Academic Testing
SOCI	0239	130	Social Futurology
SOCI	0239	132	Social Problem in American Society
SOCI	0239	134	Social Policy/Chrisitan
SOCI	0239	136	Population and Environment
SOCI	0239	142	Self and Society
SOCI	0239	152	Violence in America
ECON	0303	130	Economics and Society

HUMANITIES/ARTS

Premodern Courses

DRAM	0206	130	World Theatre I
DRAM	0206	40	Myth and Drama
LIT	0218	130	Renaissance Masterworks
LIT	0218	132	Visions of Utopia
LIT	0218	184	Sociology in Shakespeare
LIT	0218	196	Shakespeare on Drama
CLHU	0221	130	Catholic Tradition: Dante/Divine Comedy
CLHU	0221	132	Socrates and Jesus
CLHU	0221	138	Justice in Greek Literature
CLHU	0221	140	Sophists & Higher Education
CLHU	0221	142	The Development of Greek Tragedy
CLHU	0221	144	The Greek and Roman Epics
LING	0262	132	Language and Culture
PHIL	0233	130	Philosophy of Aesthetics
PHIL	0233	158	Philosophy of Man
PHIL	0233	160	Worldviews and Ethics
PHIL	0233	162	Classics in Moral Literature
PHIL	0233	186	Religious Experience and Philosophy
RELS	0238	130	Faith and Art
RELS	0238	133	Zen I
RELS	0238	134	Christian Mysticism
RELS	0238	136	Parables of Jesus
RELS	0238	138	Bible and Morality
RELS	0238	139	Experience of Grace
RELS	0238	143	Woman in Christian Tradition
RELS	0238	145	Bible and Modern Issues
RELS	0238	146	Judaism
RELS	0238	147	New Testament as Literature
RELS	0238	148	Christian Origins
RELS	0238	149	Old Testament as Literature
RELS	0238	150	Rise of Religious Toleration
RELS	0238	153	Hindu Paths to God
RELS	0238	155	The Prophetic Traditions
RELS	0238	157	Christianity and Revolution
RELS	0238	159	Jesus in New Testament
RELS	0238	165	Spiritual Ways of China
RELS	0238	169	Death: Comparative Views
RELS	0238	180	Satirists as Moralists
RELS	0238	182	Classical Christian Ethics
RELS	0238	186	Medieval Synthesis
RELS	0238	188	Sin: History of an Idea
RELS	0238	190	Ethics and Individual
RELS	0238	196	Law: Ancient World
RELS	0238	199	Apocalyptic Literature
VISA	0241	130	Medieval Art
VISA	0241	132	Arts and Idea

MUGN	0404	130	Hispanic Arts
MUGN	0404	132	Golden Age of Spain
MUGN	0404	134	Music and Liturgy
MUGN	0404	150	The Tudor Heritage

Modern Courses

DRAM	0206	132	World Theatre II
DRAM	0206	134	Film Odyssey
DRAM	0206	142	Black Theatre
DRAM	0206	144	Myth & Parable in American Drama
LIT	0218	142	Marxism into Film
LIT	0218	144	Screen Power
LIT	0218	146	Latin American Film & Literature
LIT	0218	148	Romantic Vision
LIT	0218	158	World of Signs
LIT	0218	164	Film Humanism
LIT	0218	166	Structuralism/Lit Values
LIT	0218	174	Women's Awakening
LIT	0218	176	Modernism in Art and Literature
LIT	0218	178	Black Thought and Art
LIT	0218	180	Science Fiction & Fantasy Literature
LIT	0218	182	Interpretations of Evil
CLHU	0221	134	Catholic Tradition: Newman University
CLHU	0221	136	Catholic Tradition: Newman-Apologia
GERM	0228	130	Intellectuals & Weimar Republic
ITAL	0229	130	Italian Culture & Civilization
RUSS	0231	130	Satire in Russian Theatre
RUSS	0231	132	Russian Culture & Civilization I
RUSS	0231	134	Freedom in Russian Literature
RUSS	0231	136	Justice in Russian Literature
RUSS	0231	138	Russian Culture & Civilization II
LING	0262	134	Role of Language
PHIL	0233	132	Art/Industrial Revolution
PHIL	0233	133	Science and Ideology
PHIL	0233	134	Medical Ethics
PHIL	0233	135	Philosophy of Right
PHIL	0233	136	Modern Isms
PHIL	0233	140	European World-Views
PHIL	0233	142	American Value Options
PHIL	0233	144	Philosophy of Law
PHIL	0233	148	History and Philosophy of Labor
PHIL	0233	152	Making Moral Decisions
PHIL	0233	164	Scientific Revolutions
PHIL	0233	168	Themes in American Philosophy
PHIL	0233	170	Philosophy of Knowledge
PHIL	0233	172	Philosophy of Education
PHIL	0233	173	Auschwitz and After
PHIL	0233	176	Experimentation, Ethics and Law
PHIL	0233	177	Minds and Machines
PHIL	0233	178	Philosophy of God

PHIL	0233	180	Freedom and Oppression
PHIL	0233	182	World Views in Transition
PHIL	0233	184	Philosophical Themes in Literature
PHIL	0233	188	Science Fiction: Anatomy of Wonder
PHIL	0233	196	Models of Knowledge
RELS	0238	132	Film Odyssey
RELS	0238	135	Zen II
RELS	0238	141	Catholic Protestant Dialogue
RELS	0238	142	Christian Ethics
RELS	0238	144	Social Policy/Christian
RELS	0238	151	Protestant Christianity
RELS	0238	152	Catholicism
RELS	0238	156	Judaism II
RELS	0238	160	Discovering Islam
RELS	0238	161	American Judaism
RELS	0238	162	Christian Humanism
RELS	0238	164	20th Century Religious Thought
RELS	0238	166	Method: Religion-Ethics-Science
RELS	0238	167	Tribal Religions
RELS	0238	168	Mystery of Suffering
RELS	0238	172	Why the Church?
RELS	0238	174	Images of Jesus
RELS	0238	175	Religion & U.S. Leadership
RELS	0238	176	U.S. Christian Social Reform
RELS	0238	178	Religious Reflections/Prison Experience
RELS	0238	179	Fantasy — Hills of Faraway
RELS	0238	183	Life Styles
RELS	0238	184	Introduction to Moral Education
RELS	0238	192	Religion and Art
RELS	0238	198	Psychology of Religion
VISA	0241	134	Avant Garde/Tradition Art
VISA	0241	136	New Orleans Aesthetics
VISA	0241	138	Romantic Vision
VISA	0241	140	Modernism in Art and Literature
MUGN	0404	136	Music Aesthetics
MUGN	0404	138	Music and Meaning
MUGN	0404	142	History of Dance
MUGN	0404	144	Elements of Music
MUGN	0404	148	America's Music
MUGN	0404	152	Composer and Critic
MUGN	0404	156	Opera as Drama
MUGN	0404	158	World Literature in Music
MUGN	0404	160	American Musical Styles
MUGN	0404	162	Art as Religious Expression
MUGN	0404	166	America and Its Music

NATURAL SCIENCES

Modern Courses

BIOL	0201	130	Human Ecology

BIOL	0201	132	Impact of Biology on Society
BIOL	0201	134	History of Biology
BIOL	0201	136	Evolution
BIOL	0201	138	Genetics in Society
CHEM	0202	130	World Food and Nutrition
CHEM	0202	132	Chemistry in Environment
COSC	0224	130	Computers and Society
PHYS	0234	134	Astronomy
PHYS	0234	136	Modern Physics Ideas

Part Four—Electives

Electives: It is important that the student have considerable freedom to choose those courses or series of courses which interest him or her, for whatever reason, so that the student's education may be rich and full. The number of hours a student may elect depends to a large extent on the area of concentration.

ARTS AND SCIENCES LIMITATIONS ON CREDIT TOWARD DEGREES:

Transfer work:

1. Transfer D's are not accepted for credit in the students's area of concentration.
2. Remedial work taken at other institutions will not apply to A&S degree programs.
3. The Dean's Office will determine the applicability of the student's transfer credit as accepted by the Office of Admission to the A&S degree programs.

Other:

1. Students may not go back and do freshman level work in a subject in which they have already successfully completed a more advanced course.
2. No more than 20 hours may be taken in any one term without the authorization of the Dean.
3. A&S students may not register for courses in other Colleges in the university without the authorization of the Dean.
4. A&S students must obtain prior written permission of their advisor and the Dean in order to take courses at another university (summer school, study abroad, etc.).
5. Credit for PIP's courses (Professional Improvement Program) at Loyola or other universities will not apply to A&S degree programs.
6. Credit for Intensive Weekend courses at Loyola or other universities will not apply to A&S degree programs.
7. With the exception of education students, courses in physical education will not apply to the degree programs in A&S.

DOUBLE AREAS OF CONCENTRATION

Qualified students who have completed two full semesters of their freshman year and have earned a minimum GPA of 3.0 may pursue two areas of concentration within the College of Arts and Sciences. Such students must

successfully complete the common curriculum requirements of the first concentration as well as the concentration and named adjunct requirements for both declared degree programs of study as set forth in the **Undergraduate Bulletin.**

Students must successfully complete the comprehensive examination requirements for both areas of concentration.

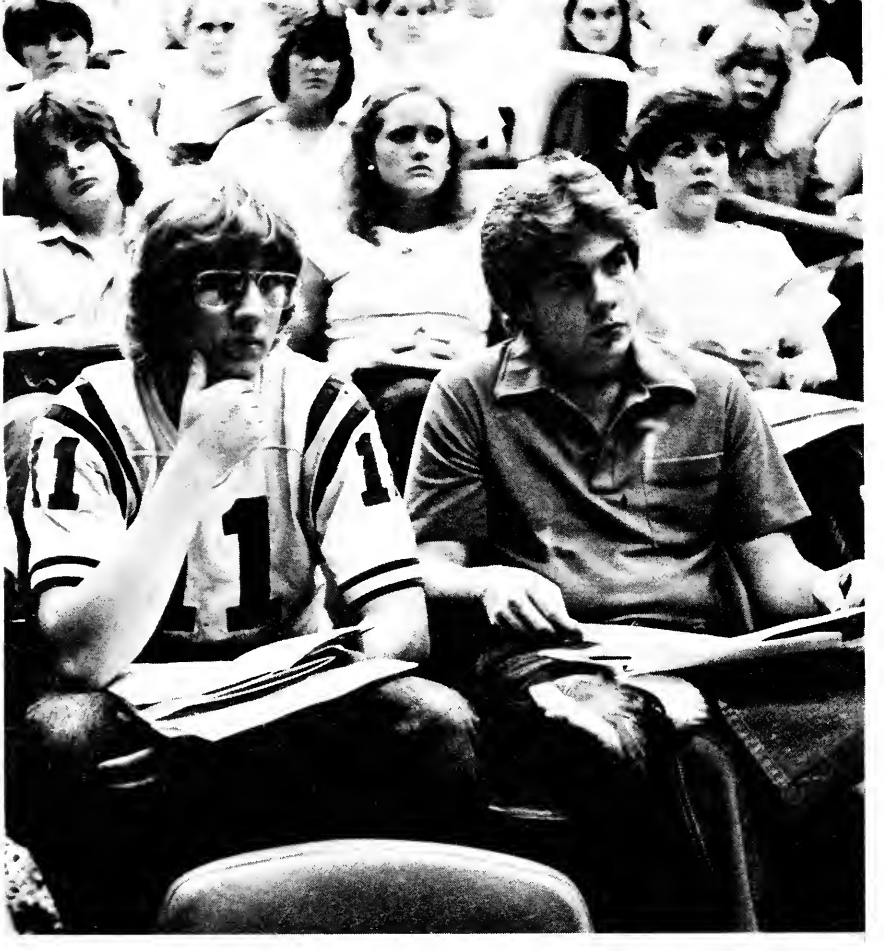
Students who complete the requirements for two areas of concentration will receive only one degree from Loyola. However, the transcript will indicate which bachelor's degree (B.A. or B.S.) was awarded as well as the two areas of concentration which were completed.

Students interested in pursuing a double concentration should consult with the Assistant/Associate Dean.

SECONDARY CONCENTRATION

Arts and Sciences students may pursue a secondary concentration in another department in the college. The following departments in A&S offer secondary concentrations, generally ranging from 20-24 hours: biology, chemistry, communications, drama, English, history, languages (French, German, Russian, and Spanish), mathematical sciences (mathematics, computer science, computer information processing), philosophy, physics, political science, psychology, religious studies, sociology, social work, and visual arts. Information concerning specific requirements for secondary concentrations is available in the departments and in the A&S Dean's Office. If the requirements for the secondary concentration are not completed by graduation, a secondary concentration is not indicated on the transcript. Students in the department of communications must complete a secondary concentration as part of their degree requirements.

Arts and Sciences students interested in pursuing a secondary concentration in business administration or music should refer to the Business Administration or Music sections of this *Bulletin.*



GENERAL STUDIES PROGRAM

Director: A & S Assistant/Associate Dean *Office:* 202 Bobet Hall

Many students enter college undecided about the area of concentration they would like to pursue. At Loyola such students enter the General Studies Program. While in this program, students make normal progress toward the completion of common curriculum requirements and explore the offerings of the various departments. Courses taken in this exploration process generally fulfill course requirements for the concentration, adjunct, or electives when the student later selects a particular degree program. General Studies students are advised by a select group of A&S faculty members who are knowledgeable about all the degree programs in the college and who give students information concerning appropriate course choices. They may also refer the student to other offices on campus.

Students may remain in the General Studies Program for a maximum of 56 hours. Since the college does not grant a degree in General Studies, students must indicate an area of concentration by the end of the sophomore year. This requirement is absolute and may not be extended without the explicit permission of the Assistant/Associate Dean.

DEPARTMENT OF BIOLOGICAL SCIENCES

Chairman: J.M. Upadhyay, Ph.D. *Office:* 347 Monroe Hall
Professor Emeritus: Walter Moore
Professors: Letitia Beard, Kamel Khalaf, Roland Lesseps, S.J., J.M. Upadhyay
Assistant Professors: Kenneth Gobalet, Donald Hauber, David White

The Department of Biological Sciences has both undergraduate and graduate programs. The undergraduate program offers students a preparation for graduate work in any one of the three main areas of the department, i.e. botany, zoology, and microbiology. It also prepares students for the study of medicine, dentistry, pharmacy, veterinary medicine, oceanography, and marine biology. The pre-medical and pre-dental programs are full four-year curricula for which the B.S. Biology degree is awarded.

All students in the department are expected to complete a two year research project, BIOL 0201 498, under the personal direction of a faculty member. All candidates for the B.S. Biology degree are required to complete seven courses in chemistry which include organic and biochemistry.

Juniors and seniors in the department are expected to serve as assistants. Students holding scholarships are expected to serve as assistants in the department in return for the scholarship grant. In all other cases the student's earnings are applied to his tuition expenses.

The honors program requires students to maintain a minimal B average in biology and chemistry during all four years. Special experimental work and grant applications are also required of honor students.

Admission to Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Successful completion of both oral and written comprehensive examinations in biological sciences is a requirement for graduation. Students scoring above 70 percentile on the Subject (Advanced) Test of the Graduate Record Examination in biology will not have to take departmental written comprehensive examinations.

BACHELOR OF SCIENCE — BIOLOGY

Freshman		F	S
Concentration	BIOL 0201 110-111	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 257-258 or COSC or Statistics	3	3
Adjunct	FREN, GERM, RUSS, SPAN 100-101	3	3
Common Curriculum	COMP 0217 122	3	0
Common Curriculum	RELS 0238 122	0	3
		17	17
		34	

Sophomore		F	S
Concentration	BIOL 0201 200-205	4	4
Adjunct	CHEM 0202 200-201	4	0
Adjunct	FREN, GERM, RUS, SPAN 200-201	3	3
Common Curriculum	LIT 125 and HIST 122	3	3
Common Curriculum	PHIL 0233 122-158	3	3
Common Curriculum	RELS 0238 Elective-LIT 0218 Elec	3	3
		20	16
		36	

Junior		F	S
Concentration	BIOL 0201 300-350	4	3
Concentration	BIOL 0201 496-496	0	0
Concentration	BIOL 0201 498-498	0	0
Adjunct	CHEM 0202 300/301-305	3	5
Adjunct	PHYS 0234 115-116	4	4
Common Curriculum	BEH/SOC SCI	3	0
Common Curriculum	RELS 0238 Elective-PHIL 0233 134	3	3
		17	15
		32	

Senior		F	S
Concentration	BIOL 0201 310-Elective	4	4
Concentration	BIOL 0201 360-361	1	1
Concentration	BIOL 0201 496-496	0	2
Concentration	BIOL 0201 498-498	0	2
Adjunct	CHEM 404-405	2	2
Common Curriculum	Advanced Elective	3	3
Electives		3	3
		13	17
		30	

TOTAL: 132 cr. hrs.

Honors Program

Those students who finish their sophomore year with at least a B average in both biology and chemistry will be permitted to enroll for BIOL 0201 498, which encompasses an honors program requiring special experimental work under the personal direction of one member of the department. To remain in the honors program, students must maintain a minimum of a B average in biology

and chemistry throughout their junior and senior years. Their diplomas will have *Honors* noted on them.

PRE-MEDICAL AND PRE-VETERINARY PROGRAM

Freshman		F	S
Concentration	BIOL 0201 110-111	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	FREN, GERM, RUSS, SPAN 100-101	3	3
Adjunct	MATH 0223 257-258 or COSC or Statistics	3	3
Common Curriculum	COMP 0217 122	3	0
Common Curriculum	RELS 0238 122	0	3
		17	17
		34	

Sophomore		F	S
Concentration	BIOL 0201 200-205	4	4
Adjunct	CHEM 0202 200-201	4	0
Common Curriculum	LIT 125-HIST 122	3	3
Adjunct	FREN, GERM, RUSS, SPAN 200-201	3	3
Common Curriculum	PHIL 0233 122-158	3	3
Common Curriculum	RELS 0238 Elective-LIT	3	3
		20	16
		36	

Junior		F	S
Concentration	BIOL 0201 300-350	4	3
Concentration	BIOL 0201 496-496	0	0
Concentration	BIOL 0201 498-498	0	0
Adjunct	CHEM 0202 300/301-305	3	5
Adjunct	PHYS 0234 115-116	4	4
Common Curriculum	Beh/Soc Sci	3	0
Common Curriculum	RELS 0238 Elective-PHIL 0233-134	3	3
		17	15
		32	

Senior		F	S
Concentration	BIOL 0201 310-305	4	4
Concentration	BIOL 0201 360-361	1	1
Concentration	BIOL 0201 496-496	0	2
Concentration	BIOL 0201 498-498	0	2
Adjunct	CHEM 0202 404-405	2	2
Common Curriculum		3	3
Electives		3	3
		13	17
		30	

TOTAL: 132 cr. hrs.

Honors Program

Those students who finish their sophomore year with at least a B average in both biology and chemistry will be permitted to enroll for BIOL 0201 498, which encompasses an honors program requiring special experimental work under the personal direction of one member of the department. To remain in the honors program, students must maintain a minimum of a B average in biology and chemistry throughout their junior and senior years. Their diplomas will have *Honors* noted on them.

PRE-DENTAL PROGRAM

Freshman		**F**	**S**
Concentration	BIOL 0201 110-111	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 257-258 or COSC or Statistics	3	3
Common Curriculum	PHIL 0233 122-RELS 0238 122	3	3
Common Curriculum	COMP 0217 122-LIT 0218 125	3	3
		17	17
			34
Summer Session			
Adjunct	PHYS 0234 115-116	4	4
			8
Sophomore		**F**	**S**
Concentration	BIOL 0201 200-205	4	4
Adjunct	CHEM 0202 200-201	4	0
Adjunct	FREN, GERM, RUSS, SPAN 100-101	3	3
Common Curriculum	HIST 122	0	3
Common Curriculum	PHIL 0233 158-RELS 0238 Elective	3	3
Common Curriculum	LIT 0218 Elective and Beh/Soc Sci	3	3
		17	16
			33
Junior		**F**	**S**
Concentration	BIOL 0201 300-350	4	3
Concentration	BIOL 0201 496-496	0	0
Concentration	BIOL 0201 498-498	0	0
Adjunct	CHEM 0202 300-301/305	3	5
Adjunct	FREN, GERM, RUSS, SPAN 200-201	3	3
Common Curriculum	PHIL 0233 134	3	0
Elective		3	3
		16	14
			30

Senior		F	S
Concentration	BIOL 0201 310-305	4	4
Concentration	BIOL 0201 360-361	1	1
Concentration	BIOL 0201 496-496	0	2
Concentration	BIOL 0201 498-498	0	2
Adjunct	CHEM 0202 404-405	2	2
Common Curriculum	RELS	3	0
Common Curriculum		3	3
		13	14
TOTAL: 132 cr. hrs.			27

PRE-PHARMACY PROGRAM

Freshman		F	S
Concentration	BIOL 0201 110-111	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 118-257	3	3
Common Curriculum	COMP 0217 122	3	0
Common Curriculum	PHIL 0233 122-158	3	3
Common Curriculum	RELS 0238 122	0	3
		17	17
			34
Summer Session			
Adjunct	PHYS 0234 115-116	4	4
			8
Sophomore		F	S
Concentration	BIOL 0201 212	0	4
Adjunct	CHEM 0202 200/201	4	0
Adjunct	CHEM 0202 300-301/305	3	5
Adjunct	ACCT 0301 100-ECON 0303 201..	3	3
Common Curriculum	PHIL 0233 134-LIT 0218 Elective ..	3	3
Common Curriculum	RELS 0238 Electives	3	3
		16	18
TOTAL: 76 cr. hrs.			34

Students who plan to attend Xavier University College of Pharmacy should take DRAM 0207 100 in place of ACCT 0301 100.

DEPARTMENT OF CHEMISTRY

Chairman: Dr. Anthony DiMaggio, III, Ph.D. *Office:* 425 Monroe Hall
Professors: Robert Petterson, Jasjit Walia, Richard P. Wendt
Associate Professor: Anthony DiMaggio III
Assistant Professor: David K. Erwin

The Chemistry Department has a broad spectrum of undergraduate programs leading to the bachelor's degree. They will be further described below under the heading of professional chemistry programs, premedical program and liberal arts program.

I PROFESSIONAL CHEMISTRY PROGRAMS

The Chemistry Department is on the Approved List of the American Chemical Society for Professional Training in Chemistry. Students who graduate with either the B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training.

The chemistry curriculum described in these pages more than meets the standards of the American Chemical Society. The salient points of the curriculum are as follows:

1. Three semesters of introductory chemistry including qualitative and quantitative analysis.
2. Two semesters of organic chemistry
3. Two semesters of physical chemistry serve as prerequisite for biochemistry, inorganic chemistry, and instrumental analysis.
4. One semester of instrumental analysis
5. One semester of inorganic chemistry
6. A total of 500 contact hours of laboratory work and 400 hours of classroom work

An additional feature of the curriculum is that we require two years of German or Russian, two semesters of English common curriculum courses, five semesters of mathematics, one semester of computer science, and two years of physics. Those students interested in biochemistry may substitute BIOL 0201 110-111 for the second year of physics.

CHEM 0202 460, Chemical Literature, is a one hour course required of all students in the chemistry concentration in the junior year. This course is designed to teach students how to search the literature rapidly and efficiently for specific pieces of information. For those students in the honors program, this course forms the beginning of their research program.

Choice of advanced courses will be made by the student after consultation with his adviser and the chemistry faculty. This choice is aimed at putting the finishing touches on the student's undergraduate training in the field in which he intends to specialize in graduate school, industry, or government. While research is required of students in the honors program, a chemistry student may elect, with the approval of his adviser, to do a research project to help round out his education. The advanced courses to be taught in any given year will depend upon the needs of the senior class of that year. An upper division

course in physics or mathematics will be accepted as one of the required advanced courses, with approval of the chemistry and physics or mathematics chairman.

In order to receive the B.S.-Chemistry (Honors Program), the student must:

1. Earn an overall quality point ratio of 2.5 and a chemistry course quality point ratio of 3.0.
2. Engage in, and do satisfactory independent work in a chemistry research project in each semester, beginning with the second semester of the sophomore year. The quality of a student's project work each semester will be certified to the department chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the departmental chairman.
3. Present a seminar on his research to the assembled department during the second semester of his senior year.
4. Take CHEM 0202 498, Thesis Research, for five semesters for a total of seven semester hours. The course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree.

II PRE-MEDICAL PROGRAM IN CHEMISTRY

The key word is flexibility with as few required concentration and adjunct courses as possible. The required chemistry courses are one year of general chemistry with lab, one year of organic chemistry with lab, one year of biochemistry with lab, a one semester course in quantitative analysis with lab, and one semester physical chemistry lecture only.

Required adjunct courses would include one year of calculus, one semester course in computer science, one year of physics, the equivalent of four semesters of any foreign language and four semesters of biology: Freshman biology, comparative anatomy and an elective. Two semester courses in the behavioral sciences are strongly recommended. Two more courses are elective, one of which may be chemistry. Students completing this program will be awarded the Bachelor of Science degree.

A student may also elect the ACS certified professional curriculum in chemistry or the Honors Program in Chemistry as a pre-med program.

III LIBERAL ARTS PROGRAM

Students with interests in education or communications, for instance, may wish to major in chemistry. The general university requirements for a bachelor's degree is thirty hours in an area of concentration. This requirement is met by taking 12 core hours in chemistry at the 100 and 200 level and completion of 18 upper division hours in chemistry from the 300 and 400 level group of courses.

Required adjuncts would be two semesters of math and two semesters of physics. Students completing this program will be awarded the Bachelor of Science degree.

STUDENT ASSISTING

Sophomore, junior, and senior chemistry students are expected to serve as student assistants to the extent judged appropriate by the department chairman. This work, which is an important part of their training, will earn partial remission of tuition if the student is eligible for financial aid.

ADDITIONAL GRADUATION REQUIREMENTS

Admission to Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Successful completion of a departmental oral comprehensive examination and a departmental written comprehensive examination in chemistry are required for graduation in all degree programs. The department will waive its written comprehensive examination requirement if a satisfactory score is submitted on the subject (Advanced) Test of the Graduate Record Examination.

BACHELOR OF SCIENCE — CHEMISTRY

Freshman		F	S
Concentration	CHEM 0202 110-111 or 105-106	3	3
Concentration	CHEM 0202 112-113 or 107-108	1	1
Adjunct	MATH 0223 257-258	3	3
Adjunct	MATH 0223 200-COSC 0224 105	3	3
Adjunct	GERM 0228 100-101	3	3
Common Curriculum		3	6
		16	19
		35	

Sophomore		F	S
Concentration	CHEM 0202 200	2	0
Concentration	CHEM 0202 206	2	0
Adjunct	PHYS 0234 110-111	5	5
Adjunct	MATH 0223 259-310	3	3
Adjunct	GERM 0228 200-210	3	3
Common Curriculum		0	0
		16	16
		32	

Junior		F	S
Concentration	CHEM 0202 300-301	3	3
Concentration	CHEM 0202 302-303	2	2
Concentration	CHEM 0202 307-306	3	3
Concentration	CHEM 0202 460, 308-309	2	1
Concentration	CHEM 0202 498-498	(1)*	(2)*
Adjunct	PHYS 0234 220, 410 or 430	3	3
Common Curriculum		6	9
		17 (18)*	17 (19)*
		34 (37)*	

Senior		F	S
Concentration	CHEM 0202 420	3	0
Concentration	CHEM 0202 410	0	2
Concentration	CHEM 0202 411	0	1
Concentration	CHEM 0202 400 level elect.	4	4
Concentration	CHEM 0202 498-498	(2)*	(2)*
Common Curriculum		9	6
		16 (18)*	13 (15)*
		29 (33)*	

TOTAL: 130 (137)* cr. hrs.

*Honors requirements in parentheses.

Students seeking ACS Certification must complete adjunct courses.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

PRE-MEDICAL PROGRAM IN CHEMISTRY

Freshman				**F**	**S**
Concentration	CHEM	0202	105-106	3	3
Concentration	CHEM	0202	107-108	1	1
Adjunct	MATH	0223	257-258	3	3
Adjunct	LANG		100-101	3	3
Common Curriculum				6	6
				16	16
				32	

Sophomore				**F**	**S**
Concentration	CHEM	0202	200	2	0
Concentration	CHEM	0202	210	2	0
Adjunct	PHYS	0234	115-116	4	4
Adjunct	COSC	0224	105	0	3
Adjunct	BIOL	0201	110-111	4	4
Adjunct	LANG		200-201	3	3
Common Curriculum				0	3
				15	17
				32	

Junior				**F**	**S**
Concentration	CHEM	0202	300-301	3	3
Concentration	CHEM	0202	305	0	2
Concentration	CHEM	0202	306	3	0
Elective	Behavioral Science			3	3
Common Curriculum				6	9
				15	17
				32	

Senior				**F**	**S**
Concentration	CHEM	0202	400-401	3	3
Concentration	CHEM	0202	402-403	1	1
Adjunct	BIOL	0201	200	4	0
Adjunct	Required Biology Elective			0-4	4-0
Elective	Chemistry Elective			4-0	0-4
Elective				0	3
Common Curriculum				3	6
				15	17
				32	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF COMMUNICATIONS

Chairman: Alfred L. Lorenz, Ph.D. *Office:* 332 Communications/ Music Complex

Professor: Alfred L. Lorenz
Associate Professor Emeritus: Peter Kalischer
Associate Professors: Ralph Thomas Bell, William M. Hammel, Louis C. Mancuso, Leonard L. White
Assistant Professors: Mary I. Blue, Lloyd E. Chiasson, Jr., David M. Myers
Instructor: Sylvia L. Foil

DEPARTMENT GOALS

The Department of Communications, in line with the university's educational goals, strives to produce a student who is both educated and trained, one who combines critical awareness, ability to make decisions, and technical and organizational competence. A solid basis in the techniques of the field is expected of our students, but we also stress a comprehensive view of the theory, the ethics, and the social consequences of our complex national and global communications systems.

STRUCTURE OF THE DEPARTMENT

The Department of Communications offers courses in radio and television production and direction, journalism (broadcast and print), public relations, advertising, photography and graphics. After completing Introduction to Mass Communications and Writing for the Mass Media, students select a sequence of courses, in consultation with faculty advisers, in line with their own particular goals.

FACILITIES

The department is constantly interested in renewing and expanding its facilities to permit improved conditions for students and faculty. Loyola has some of the most modern communications equipment to be found on any college campus in the south, housed in a new $13-million building specially designed for instruction in communications.

The equipment includes: three all-color television studios with modern production control rooms, a master control area, projection and video tape editing facilities, portable television equipment, engineering shop, news bureau with national wire service, radio studios, a graphic arts studio, a scene construction workshop, darkrooms, a video display terminal typesetting installation, typewriter equipped classrooms, and support facilities. Three campus theatres are equipped for screening both 16mm and 35mm films. Loyola's Film Buffs Institute offers an extraordinary variety of film screenings and hosts many film festivals.

Students in the department work on WLDC TV and AM, a network of closed-circuit student-operated television and radio on Loyola's campus, and

The Maroon, the campus newspaper. Two news bureaus offer practical opportunities in print and broadcast. Students interested in advertising sell commercial air time and space in the newspaper. Credit can also be obtained for all supervised work in any of the media, whether on or off campus.

In addition to having close ties with the university-owned local CBS affiliate, WWL (TV, AM, and FM), the department enjoys good relationships with other media enterprises in the Greater New Orleans area.

PROFESSIONAL AND ACADEMIC SOCIETIES

The department holds memberships in the Broadcast Education Association, Association for Education in Journalism, Communications Conference — Association of Jesuit Colleges and Universities, American Film Institute, International Radio and Television Society, International Communication Association, Louisiana Association of Broadcasters and the Louisiana Press Association.

FACULTY

The makeup of the faculty reflects the philosophy of the department: a group of professors and instructors who combine doctoral degrees with years of professional experience (in the U.S., Europe, Asia, and Latin America). Among our present faculty are names of national and international prominence, noted writers and award-winners.

ADMISSION TO CONCENTRATION

Upon completion of 56 credit hours of course work, each student must make formal application for entrance into the concentration in Communications. Transfer students who enter Loyola with 56 hours must make application for admission to concentration at the end of their first semester. Eligibility requirements are published by the department.

CURRICULUM

Total number of hours required: 128
Communications hours required: 33

Required courses

CMMN 100 Introduction to Mass Communications
CMMN 101 Writing for the Mass Media
CMMN 400 Mass Communications Theory and Research
CMMN 401 Law of Mass Communications

Sequences

In addition to completing the core requirements, each student must complete a coherent sequence of courses established by the department for a particular communications field. Sequences agreed upon by the faculty include advertising, broadcast production, broadcast journalism, print journalism, public relations, and communications studies.

SECONDARY CONCENTRATIONS

Each student must also complete a secondary concentration, a set of courses in another field of study. Requirements for secondary concentrations are specified by individual departments.

Limits

1. No more than 39 hours in Communications courses may be counted toward the 128 hours required for the degree.
2. Only three hours of internship credit may be counted toward the 128 hours required for the degree.

Departmental Comprehensive: In order to be certified for graduation, seniors are required to complete a professional project in their specialty area, or a substantial research paper, or pass a comprehensive examination covering communications technology, history, law, theory and research, and production. Deadlines and details will be published by the department.

BACHELOR OF ARTS — COMMUNICATIONS

Freshman		**F**	**S**
Concentration	CMMN 100-101	3	3
Common Curriculum		9	9
Electives		3	3
		15	15
			30

Sophomore		**F**	**S**
Concentration	(Sequence Entry Courses)	3	3
Secondary Concentration		3	3
Common Curriculum		6	6
Electives		3	3
		15	15
			30

Junior		**F**	**S**
Concentration	CMMN 400, 401, Sequence)	6	6
Secondary Concentration		6	6
Common Curriculum		6	6
		18	18
			36

Senior		**F**	**S**
Concentration		6	3
Secondary Concentration		3	3
Common Curriculum		3	3
Electives		5	6
		17	15
TOTAL: 128 cr. hrs.			32

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF DRAMA AND SPEECH

Chairman: Ernest Ferlita, S.J., D.F.A. *Office:* 309 Bobet Hall
University Professor: Alexis Gonzales, F.S.C.
Professor: Ernest Ferlita, S.J.
Associate Professors: Donald Brady, Rosary H. O'Neill, Herbert Sayas
Assistant Professor: Robert Fleshman
Extraordinary Faculty:
Lecturer: F. Lawrence Warner

The Jesuit tradition in drama and speech goes back to the very beginning of the order's educational activities. In the Jesuit school theatre, "the attempt was made for the first time to use the stage, not as the Humanists had used it, mainly for the sake of teaching Latin, but as a formative influence on the student's entire personality."[1] At the same time, no element of the dramatic arts was left unexplored, so that the spoken word, while retaining its importance, took its place alongside of mime, music and spectacle. It is not surprising, therefore, that a number of leading dramatists began the development of their art through contact with the Jesuit stage — Moliere and Corneille in France, Calderon de la Barca in Spain, Goldoni in Italy.

The Department of Drama and Speech recognizes in this tradition important directions for the role of the theatre in the modern world, and attempts to make them felt in its curriculum.

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[1]Reader's Encyclopedia of World Drama

The department administers three degree programs, a Bachelor of Arts in Drama, in Drama and Communications, and in Theatre Arts with a Secondary Concentration in Business Administration. All three are designed to provide 128 credit hours.

The Bachelor of Arts in Drama requires 40 hours in the area of concentration:

DRAMA Block I: all required (29 hours)

DRAM 103-04	Stagecraft I & II	6	
DRAM 105-06	Theatre Heritage I & II	6	
DRAM 220	Acting I	3	
DRAM 230	Body Movement I	3	
DRAM 300	Play Production	4	(2/2)
DRAM 305	Modern Theatre	3	
DRAM 410	Directing	3	
DRAM 485	Senior Colloquium	1	

DRAMA Block II: Any three (9 hours)

DRAM 221	Acting II	3
DRAM 231	Movement II	3
DRAM 235	Mime and Pantomime	3
DRAM 321	Adv. Performance Workshop	3
DRAM 425	Lighting for Stage & T.V.	3
DRAM 430	Scene Design	3

DRAMA Block III: Any one (2 hours)

DRAM 262	Theatre Workshop	2
DRAM 317	Make up for Stage & T.V.	2
DRAM 340	Playwriting	2
DRAM 455	Theatre Management	2

12 hours of adjunct courses are required, 3 hours prescribed (SPCH 200), the other 9 to be determined in consultation with advisor.

The Bachelor of Arts in Drama and Communications (DRCM) requires 50 hours, 26 in Drama, 24 in Communications:

The 26 hours in Drama are as follows:

DRAMA Block I: All required (18 hours)

DRAM 103	Stagecraft I	3	
DRAM 105-106	Theatre Heritage I & II	6	
DRAM 220	Acting I	3	
DRAM 300	Play Production	3	(2/1)
DRAM 410	Directing	3	

DRAMA Block II: Any two (6 hours)

DRAM 104	Stagecraft II	3
DRAM 221	Acting II	3
DRAM 230	Body Movement I	3
DRAM 321	Adv. Performance Workshop	3
DRAM 425	Lighting for Stage & TV	3
DRAM 430	Scene Design	3

DRAMA Block III: Any one (2 hours)

DRAM 262	Theatre Workshop	2
DRAM 317	Make up for Stage & TV	2

DRAM 340	Playwriting	2
DRAM 455	Theatre Management	2

The 24 hours in Communications are as follows:

CMMN Block I: All required (12 hours)

CMMN 100	Intro to Mass Communications	3
CMMN 101	Writing for Mass Media	3
CMMN 220	Intro to Broadcasting & Film	3
CMMN 320	Prod Theory & Practice	3

CMMN Block II: Any two (6 hours)

CMMN 230	TV Production I	3
CMMN 321	Radio TV Announcing	3
CMMN 325	Television Performance	3
CMMN 425	On-Camera Performance	3
CMMN 450	Script Writing	3

CMMN Block III: Any two (6 hours)

CMMN 400	Mass Communications Theory & Research	3
CMMN 422	TV Analysis & Criticism	3
CMMN 445	Film Theory & Criticism	3
CMMN 470	Mass Persuasion	3
CMMN 472	Mass Communications Research	3
CMMN 474	Ethics of Mass Communications	3

12 hours of adjunct courses are required, 3 hours prescribed (SPCH 200), the other 9 to be determined in consultation with advisor.

The Bachelor of Arts in Theatre Arts with a Secondary Concentration in Business Administration (DRTA) requires 30 hours in each discipline:

The 30 hours in Drama are as follows:

DRAMA Block I: All required (22 hours)

DRAM 103	Stagecraft I	3	
DRAM 105-106	Theatre Heritage I & II	6	
DRAM 220	Acting I	3	
DRAM 300	Play Production	4	(2/2)
DRAM 410	Directing	3	
SPCH 200	Voice and Speech	3	

DRAMA Block II: Any two (6 hours)

DRAM 104	Stagecraft II	3
DRAM 221	Acting II	3
DRAM 230	Body Movement I	3
DRAM 321	Adv. Performance Workshop	3
DRAM 425	Lighting for Stage & TV	3
DRAM 430	Scene Design	3

DRAMA Block III: Any one (2 hours)

DRAM 262	Theatre Workshop	2
DRAM 317	Makeup for Stage & TV	2
DRAM 340	Playwriting	2
DRAM 455	Theatre Management	2

The 30 hours in Business Administration are as follows:

ACCT 100-101	Principles of Accounting	6
ECON 200-201	Principles of Economics	6
FIN 300	Financial Management	3
MGT 300	Principles of Management	3
LGST 205	Legal Environment of Business	3
MKT 300	Basic Marketing	3
DECS 200-201	Business Statistics I & II	6

12 hours of adjunct courses are required, 6 to be determined in consultation with advisor, 6 as follows:

MATH 116	Survey of Calculus	3
COSC 110	Introduction to COIP	3

In all three degree programs no more than 8 additional hours in Play Production may be counted toward the 128 needed for graduation, and only 3 hours of Advanced Performance Workshop may be counted toward the area of concentration.

Four play productions are staged annually, three of them in Marquette Theatre. The fourth is a musical staged in conjunction with the Music School in the new theatre complex. All students are expected to be involved in some way in at least one of the department's productions each year. Activity in the Experimental Theatre is continuous. A student placed on probation must cease all production activity until good standing is restored.

Admission to Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: For the Drama student the directing of a short play and the compiling of a production book is required for graduation. The Drama/Communications student may substitute the directing of a television play. The graduation requirement for the Theatre Arts/Business Administration student is the compilation of a complete log detailing all the managing aspects of one of the department's major productions.

BACHELOR OF ARTS — DRAMA

Freshman		**F**	**S**
Concentration	DRAM 0206 103-104	3	3
Concentration	DRAM 0206 105-106	3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	DRAM 0206 220	3	0
Concentration	DRAM 0206 Block II	0	3
Concentration	DRAM 0206 230	3	0
Concentration	DRAM 0206 300	2	0
Adjunct	SPCH 0207 200	0	3
Common Curriculum		6	6
Elective		3	3
		17	15
		32	

Junior		**F**	**S**
Concentration	DRAM 0206 Block II	0	3
Concentration	DRAM 0206 300	2	0
Concentration	DRAM 0206 305	3	0
Concentration	DRAM 0206 Block III	0	2
Common Curriculum		6	6
Adjunct		6	3
Elective		0	3
		17	17
		34	

Senior		**F**	**S**
Concentration	DRAM 0206 Block II	0	3
Concentration	DRAM 0206 410	3	0
Concentration	DRAM 0206 485	1	0
Common Curriculum		3	3
Elective		9	10
		16	16
		32	

TOTAL: 128 cr. hrs.

BACHELOR OF ARTS — DRAMA AND COMMUNICATIONS

Freshman		**F**	**S**
Concentration	DRAM 0206 103	3	0
Adjunct	SPCH 0207 200	0	3
Concentration	CMMN 0271 100	3	0
Concentration	CMMN 0271 101	0	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	DRAM 0206 105-106	3	3
Concentration	DRAM 0206 220	3	0
Concentration	DRAM 0206 Block III	0	2
Concentration	CMMN 0271 220	0	3
Concentration	CMMN 0271 Block II	3	0
Adjunct		0	3
Common Curriculum		6	6
		15	17
		32	

Junior		**F**	**S**
Concentration	DRAM 0206 Block II	3	0
Concentration	DRAM 0206 Block II	0	3
Concentration	DRAM 0206 300	2	1
Concentration	CMMN 0271 320	3	0
Concentration	CMMN 0271 Block II	0	3
Adjunct		3	3
Common Curriculum		6	6
Elective		0	3
		17	19
		36	

Senior		**F**	**S**
Concentration	DRAM 0206 410	3	0
Concentration	CMMN 0271 Block III	3	0
Concentration	CMMN 0271 Block III	0	3
Common Curriculum		3	3
Elective		6	9
		15	15
		30	

TOTAL: 128 cr. hrs.

BACHELOR OF ARTS — THEATRE ARTS with a Secondary concentration in BUSINESS ADMINISTRATION

Freshman		**F**	**S**
Concentration	DRAM 0206 103	3	0
Concentration	SPCH 0207 200	0	3
Adjunct	MATH 0223 116	0	3
Adjunct	COSC 0224 110	3	0
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	DRAM 0206 105-106	3	3
Concentration	DRAM 0206 220	3	0
Concentration	DRAM Block III	0	2
Secondary Concentration	ACCT 0301 100-101	3	3
Secondary Concentration	ECON 0303 200-201	3	3
Common Curriculum		3	6
		15	17
		32	

Junior		**F**	**S**
Concentration	DRAM 0206 Block II	3	0
Concentration	DRAM 0206 Block II	0	3
Concentration	DRAM 0206 300	2	2
Secondary Concentration	FIN 0304 300	3	0
Secondary Concentration	LGST 0307 205	0	3
Secondary Concentration	DECS 0302 200-201	3	3
Common Curriculum		6	6
		17	17
		34	

Senior		**F**	**S**
Concentration	DRAM 0206 410	3	0
Secondary Concentration	MKT 0306 300	3	0
Secondary Concentration	MGT 0305 300	0	3
Common Curriculum		3	6
Adjunct		6	0
Elective		0	8
		15	17
		32	

TOTAL: 128 cr. hrs.

PROGRAM IN ECONOMICS

Area Chairman: Jerry Dauterive
Associate Professors: William Barnett, Jerry Dauterive, Shu-Jan Liang, Michael T. Saliba, II
Assistant Professor: Courtney Blair

This degree program is co-sponsored by the Colleges of Arts and Sciences and Business Administration. The economics curriculum is designed to provide students with a fundamental understanding of economic processes. Emphasis is on the conceptual framework and analytical skills necessary to an understanding of complex interrelationships among individuals, businesses, and governments, as they relate to the economic aspects of life, particularly with reference to modern industrial market economies. The program also is designed to enable students to function as intelligent and informed citizens and to be prepared for careers in business, industry, and government. Further, the program provides an excellent basis for graduate study in economics or business as well as being an excellent preparation for law school.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Students must take the Subject (Advanced) Test of the Graduate Record Examination.

BACHELOR OF ARTS — ECONOMICS

Freshman		**F**	**S**
Adjunct	MATH 0223 116	0	3
Common Curriculum	MATH 0223 115	3	0
Common Curriculum		6	9
Electives		6	3
		15	15
			30

Sophomore		**F**	**S**
Concentration	ECON 0303 200/201	3	3
Concentration	DECS 0302 200/201	3	3
Adjunct		3	3
Common Curriculum		6	6
		15	15
			30

Junior		**F**	**S**
Concentration	DECS 0302 310	3	0
Concentration	ECON 0303 400-401	3	3
Concentration	FIN 0304 310/Econ 0303 300- or 400- level	3	3
Adjunct		3	3
Common Curriculum		6	6
Electives		0	3
		18	18
			36

Senior		**F**	**S**
Concentration	ECON 0303 300- or 400- level elect.	6	3
Common Curriculum		3	3
Electives		9	9
		18	15
			33

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF EDUCATION

Chairman: William A. Kline, Ph.D. *Office:* 262 Monroe Bldg.
Professor: William A. Kline
Associate Professors Emeriti: Alvin J. Aubry, Hilda C. Smith
Associate Professors: Lorynne D. Cahn, Mary C. Fitzgerald, Glenn M. Hymel, Justin E. Levitov
Assistant Professor: Paul V. Murray, Jr.

From earliest times, teaching the young has been recognized as a noble task, necessary for the welfare of society. The rudimentary and narrow needs of earlier cultures have yielded to the ever-increasing requirements of more sophisticated civilizations. Modern times have witnessed an extraordinary quickening of the pace of change. The complex technological advances made in recent decades have not only complicated the world students will become a part of, but have also impacted seriously on the ways students can be prepared to become effective and productive persons. As a consequence, teacher education programs must be designed on the basis of an insightful appreciation of the many different and rapidly changing factors that constitute contemporary society.

Loyola University readily accepts the challenge inherent in these demands. Through its Department of Education, the university is committed to engaging all its resources in preparing teachers who have the skills and the knowledge necessary to help students achieve what is required of them to become effective and productive members of the community in which they live. In such a way, Loyola University finds teacher education a particularly appropriate way of fulfilling its mission, of service in the development of the individual in an often complex and ambiguous world.

Loyola University offers a Bachelor of Science degree in Elementary Education. A Bachelor of Music Education may also be earned at Loyola (see Music portion of the Bulletin). Loyola students interested in teaching in Louisiana secondary schools may pursue course work at Loyola leading to State certification (see details below).

ADMISSION REQUIREMENTS

Prerequisites for admission to the teacher education program in Elementary Education are:

1. Admission as a student to the College of Arts and Sciences.
2. Successful completion of EDUC 0214 100 — Foundations of Education.
3. Successful completion of the General Knowledge and Communications Skills subtests of the National Teacher Examination.
4. Submission of a formal application for admission to Teacher Education.
5. Completion of an oral interview with members of the faculty.
6. Completion of the freshman year at Loyola or its equivalent. This would consist of a minimum of 30 credit hours of basic courses with 2.20 overall average.
7. Demonstration of:
   a. emotional, mental, and physical well-being.
   b. professional decorum, interest, and motivation.
   c. respect and concern for people.
8. Participation in a counseling session with designated guidance staff.

ADMISSION AND RETENTION IN TEACHER EDUCATION

The Department of Education reserves the right to admit and retain in teacher education those students whom the department deems capable of performing in an acceptable professional manner.

Each student who desires a degree in Elementary Education must be admitted to the Teacher Education Program by the Admission and Retention Committee of the Department of Education. The Education faculty processes all applications for admission to the degree programs. In arriving at decisions, the faculty uses information obtained from the application form and self-evaluation sheet, the student's academic record, interview records, faculty reports and other pertinent information. Admission procedures will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loyola. The student will be notified by letter from the chairman of the department of the action taken on the application. Students not admitted to the program cannot take upper-division education courses.

A student who is admitted to the elementary education program will pursue his or her curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence in accordance with the printed curriculum in this bulletin. Suitable field experiences in schools are included.

A student may be admitted provisionally. He or she is required to confer with the chairperson and his or her advisor to clarify his or her particular status. Students who are admitted must continue to meet academic and professional requirements during their education program in order to be retained in the program.

The faculty may remove a student from the degree program if it is determined that academically or professionally he or she is unlikely to be a successful

teacher. The faculty may also place the student on probation for a given period. The services of the University Counselling Center are available to assist students who are not accepted for the Teacher Education program.

STUDENT TEACHING

The culminating experience in teacher education is student teaching. Student teaching is an off-campus, school-based experience comprising a full semester. During student teaching, the student teacher is expected to assume all responsibilities of a fully certified, experienced teacher. Student teaching is supervised by an education department faculty member and a cooperating teacher in the school. Further information regarding student teaching may be obtained from the Student Teaching Handbook, available in the Education office.

ENTRANCE TO CONCENTRATION

In addition to the requirements for admission to the Elementary Education program, which normally occurs at the end of the freshman year, students must make formal application to the department for entrance to concentration upon completion of 56 hours of course work. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

DEPARTMENTAL COMPREHENSIVE

The core battery section of the National Teachers' Examination is recognized as the undergraduate comprehensive for the B.S. degree in Elementary Education. Students will be informed of specific testing requirements related to Louisiana state certification by departmental advisors.

STATE CERTIFICATION IN ELEMENTARY EDUCATION

To be recommended by Loyola University for certification as an elementary teacher in Louisiana, the student must fulfill all the requirements specified by the department for the degree program in elementary education. The degree program in elementary education incorporates all the requirements for certification by the State of Louisiana. For certification the student must earn a cumulative grade point average of 2.5. In addition, the student must take the National Teacher Examination core battery and specialized area examination. (Students who take subtests of the NTE prior to graduation will not be required to retake those portions of the examination. Students who fail parts of the examination may retake the examination.)

Certification requirements are established by the Louisiana State Department of Education and are subject to change. Any such changes will be incorporated into the student's program. It is essential that students consult with their advisors prior to every registration period.

STATE CERTIFICATION IN ADDITIONAL AREAS

Loyola students interested in teaching in the secondary schools in Louisiana must pursue a degree in the academic area in which they intend to teach. To be eligible for Louisiana State certification, the students must also successfully complete the general education and the professional education courses required by the State for certification. Loyola University certifies in the following secondary areas: English, foreign languages, journalism, mathematical sciences, science (e.g., biology, chemistry, physics), social studies, and speech.

The university also certifies "all-level" teachers in art and music (see Music portion of this BULLETIN for the music requirements).

The State of Louisiana certification requirements are as follows:

General Education Requirements: 46 hours.

1. English: 12 hours, including 3 semester hours in grammar and 3 semester hours in composition.
2. Social Studies: 12 hours, including 3 semester hours in U.S. History.
3. Mathematics: 6 hours.
4. Science: 12 hours, including 3 semester hours in biological science and 3 semester hours in physical science.
5. Health and physical education: 4 semester hours.

Note: At Loyola in some instances college common curriculum requirements and State general eduation requirements may be fulfilled concurrently. Consult the advisor for specific information.

Professional Education: 27 hours

1. Three hours in history of education, introduction to education, foundations of education or philosophy of education.
2. Three hours in educational psychology and/or principles of teaching.
3. Six hours of professional education appropriate to secondary level, including 3 hours of adolescent psychology.
4. Six hours in the teaching of reading.
5. Nine hours in student teaching in the teaching field.

Students must have an overall G.P.A. of 2.5 and no grade lower than C in each course of the teaching area. In addition, the student must take the National Teacher Examination core battery and specialized area examination.

Advising

In addition to an advisor for the primary concentration, students pursuing certification in secondary education will have an advisor in the department of education who will monitor the students' progress and aid them in the sequencing of the professional education courses.

Post-baccalaureate teacher education.

An individual who has earned a bachelor's degree and is interested in teacher certification may apply for admission to Loyola as a "Non-degree Seeking Graduate Student." Post-baccalaureate teacher education programs are highly appropriate for individuals who decide late in their undergraduate education to pursue teaching as a career and for those individuals already teaching on Temporary or Intern certificates. For specific details on post-baccalaureate teacher certification, please refer to the Loyola University Graduate Bulletin.

BACHELOR OF SCIENCE — ELEMENTARY EDUCATION

Freshman		**F**	**S**
Concentration	EDUC 0214 100-EDEL 0208 200	3	3
Concentration	GEOG 0216 100	3	0
Concentration	EDUC 0214 281	2	0
Concentration	EDUC 0214 Physical Activity	1	1
Common Curriculum	Science	4	4
Concentration	EDEL 0208 258	0	3
Common Curriculum	HIST 0222 122-PHIL 0233 122	3	3
Common Curriculum	COMP 0217 122-RELS 0238 122	3	3
		19	17
		36	

Sophomore		**F**	**S**
Concentration	EDEL 0208 205	0	3
Concentration	EDUC 0214 305-EDEL 0208 215	3	1
Concentration	EDEL 0208 210	0	3
Adjunct	SPCH 0207 100	3	0
Adjunct	SCIENCE-Nutrition	4	3
Adjunct	MATH 0223 113-114	3	3
Adjunct	HIST 0222 200-201	3	3
Common Curriculum	LIT 0218 125-LIT	3	3
		19	19
		38	

Junior		**F**	**S**
Concentration	EDEL 0208 320-310	3	3
Concentration	EDEL 0208 325-315	3	3
Concentration	EDEL 0208 330-335	3	3
Concentration	EDEL 0208 345-340	2	2
Common Curriculum	SOC STU-PHIL	3	3
Common Curriculum	RELS	3	3
		17	17
		34	

Senior		**F**	**S**
Concentration	EDEL 0208 496	2	0
Concentration	EDEL 0208 410	9	0
Adjunct	LIT 0218 306	0	3
Adjunct	HIST 0222 245	0	3
Common Curriculum	PHIL	0	3
		11	9
		20	

TOTAL: 129 cr. hrs.

*All physical education courses are numbered from 0214-270 to 0214-296.

DEPARTMENT OF ENGLISH

Chairman: Richard Johnson, Ph.D. *Office:* 323 Bobet Hall
Professor: Julian Wasserman
Associate Professors: John Biguenet, Bruce Henricksen, Richard Johnson, Marcus Smith
Assistant Professors: William Cotton, Bobby Cummings, David Estes, Ronald Foust, Anthony Lala, Andrew Macdonald, Peggy McCormack, John Mosier
Extraordinary Faculty:
Lecturers: Virginia Macdonald, Raymond McGowan

REQUIREMENTS FOR CONCENTRATION IN ENGLISH

For a bachelor of arts in English, students must complete 36 hours in British and American literature and literary interpretation. They must take 202 and 204 as freshmen, followed by 302, 304 and 312 as sophomores. The students then take 322 and 324, followed by 15 hours of literature electives to be selected in consultation with the advisor. Critical reading is the central pedagogical intention of the degree program in English, but knowledge of the literary areas is an important secondary aim. Advisors will assist students in achieving these objectives.

Students must take 15 hours of adjunct courses, to be determined in consultation with the advisor. Students must consult their assigned advisors in curriculum matters prior to registering each semester.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Students must score above the 40th percentile in the Subject (advanced) Test of the Graduate Record Examination.

BACHELOR OF ARTS — ENGLISH

Freshman		**F**	**S**
Concentration	LIT 0218 202-204	3	3
Adjunct		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	LIT 0218 302, 304, 312	6	3
Adjunct		3	3
Common Curriculum		3	6
Electives		3	6
		15	18
		33	

Junior		**F**	**S**
Concentration	LIT 0218 322-324	3	3
Concentration		3	3
Adjunct		3	0
Common Curriculum		3	6
Electives		3	6
		15	18
		33	

Senior		**F**	**S**
Concentration	LIT electives	6	3
Common Curriculum		6	6
Electives		6	5
		18	15
		32	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF HISTORY

Chairman: Bernard Cook, Ph.D. *Office:* 428 Bobet Hall
Professors: James J. Pillar, O.M.I., Grace Swift
Associate Professors: Maurice Brungardt, Bernard Cook, David Moore, Leo Nicoll, S.J., Dale Williams, Benjamin Wren, S.J.
Assistant Professor: Peter Cangelosi
Extraordinary Faculty:
Instructor: Joe Louis Caldwell

The aim of the undergraduate program in history is to provide a broad-based study of man's past. Such a study is a response to an innate interest which all men have in the past and which parallels their concern for the future. This desire is seen as a search for identity, individual and collective, and for insights into today's problems with an eye to their solutions.

The department provides instruction by professors with terminal degrees; it does not delegate, as is the practice in many large universities, its undergraduate students to teaching assistants. Every effort is made to develop attitudes of mind that distinguish the liberally educated man — habits of skepticism and criticism, of viewing events with perspective and objectivity, of judging the good and the bad and the in-between in human affairs, of weighing the pros and cons in courses of action to be taken.

An undergraduate degree in history is recognized as valuable preparation for careers in several fields: law, foreign service, politics, journalism, teaching and, naturally, historical research and writing. History also serves as an indispensable adjunct to studies in the humanities and the social sciences.

History graduates also seek careers in business in large numbers. The faculty adviser can recommend specific business courses to be taken that will not only provide the student with a secondary concentration in business, but also qualify him to enter a master's in business administration program and complete that program within a single year after graduation.

In order to graduate with a degree in history, a student needs to earn 36 credit hours in his area of concentration; namely, 12 hours of lower division courses, and 24 hours of upper division courses. Of the latter, HIST 400-Historiography, is obligatory. The student must maintain an overall C average in his or her concentration.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Successful completion of a departmental comprehensive examination in history is required for graduation. The department will waive its comprehensive examination requirement if a satisfactory score is submitted in the Subject (Advanced) Test of the Graduate Record Examination in History.

History students are encouraged to keep in close contact with their faculty advisors. As a general rule, every student should see his or her advisor at least twice a semester. Responsibility for arranging such meetings is shared equally

by the student and his or her advisor. If any disagreement should arise between a student and his or her advisor, the student should feel free to discuss the problem with the chairman of the department.

Student involvement in the running of the department is realized by means of two elected student representatives who participate with a deliberative vote in all departmental meetings. There exists on campus a chapter of Phi Alpha Theta, a national honor history society, for those students who qualify for membership.

ADJUNCT COURSES

In addition to 36 hours of course work in history, the department requires the following adjunct courses be taken by all students with a concentration in history:

1. For those history students not going to graduate school:

Social science (chosen from anthropology, economics, geography, political science, psychology, or sociology) ..... 9 hours
English/American Literature ..... 6 hours
15 hours

2. For those history students intending to enter graduate school:

Statistics or computer science ..... 3 hours
Social science (chosen from anthropology, economics, geography, political science, psychology, or sociology) ..... 9 hours
Foreign language ..... 6/12 hours
18/24 hours

The determination of what specific courses in the disciplines listed above would be acceptable as meeting these adjunct requirements will be made by the faculty advisor.

3. History students may elect to complete a secondary concentration in one of the other Arts and Sciences departments in lieu of option 1 or 2 above.

BACHELOR OF ARTS — HISTORY

Freshman		F	S
Concentration	HIST 0222 122[1] 124[1]	3	3
Adjunct		3	3
Common Curriculum		6	9
Elective		3	0
		15	15
			30

Sophomore		F	S
Concentration	HIST 0222 200/201	3	3
Adjunct		3	3
Common Curriculum		6	6
Elective		3	6
		15	18
			33

Junior		F	S
Concentration	HIST Electives	3	3
Concentration	HIST Electives	3	3
Adjunct		3	0
Common Curriculum		6	6
Electives		3	6
		18	18
			36

Senior		F	S
Concentration	HIST 0222 400-HIST Elective	3	3
Concentration	HIST Electives	3	3
Common Curriculum		3	3
Electives		6	6
		15	15
			30

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

[1]Either HIST 122 or 124 meets Common Curriculum requirement.

DEPARTMENT OF MATHEMATICAL SCIENCES

Chairman: Antonio M. Lopez, Jr., Ph.D. *Office:* 552 Monroe Hall
Professors: R. T. McLean, James Schmit
Associate Professors: Ray Witham, Antonio M. Lopez, Jr., Mary Dee Harris
Assistant Professors: James Bateman, William Curran, Janet Melancon, Teresa Santa Coloma, Stephen Scariano, Ralph Tucci
Extraordinary Faculty:
Instructors: Forrestt Severtson, Sherrie Sweat, Marsha J. Kramer, Brian R. O'Callaghan, Marguerite E. Saacks.

The Department of Mathematical Sciences offers three degree programs — Bachelor of Science in Mathematics, Bachelor of Science in Computer Science and Bachelor of Science in Computer Information Processing. In the future, the major source of employment for the mathematician and the computer scientist will continue to be industry, business and other analytical fields. Employers will be concerned less about the actual degree than with the diversity of the student's experiences. They will expect more than a superficial knowledge of either mathematics or computer science. They will also expect the student to be experienced in communicating with people such as engineers, managers, and stockholders, whose activity is outside the discipline of the mathematical sciences.

Since individual courses of study are peculiar to each student, a faculty advisor is assigned to a student prior to registration for the first semester. The faculty advisor will endeavor to tailor a particular program for the student with a proper mixture of adjunct and elective courses.

The faculty hold active membership in a number of professional organizations: the Mathematical Association of America, the American Mathematical Society, the Association for Computing Machinery, the Data Processing Management Association and the American Statistical Association, to name a few. The faculty has been chosen because of their different backgrounds and their ability to make one cohesive department with three degree programs.

MATHEMATICS PROGRAM

There are many reasons for students to choose a primary concentration in mathematics. To meet the broad interests of all mathematical scholars, the department offers flexibility in its programs.

The mathematics student is encouraged to obtain as broad an educational experience as possible by selecting elective courses from several other disciplines in such diverse fields as physics, chemistry, economics, computer science, history, sociology, language, biology, psychology, music, English, business administration, and others.

The basic program is designed for the student wishing to have a career where mathematics might be used directly or indirectly, for example, a career in aeronautics, electronics, marketing, social engineering, opinion analysis, insurance, accounting, automation, management, computer applications, sales, teaching and government operations or research.

Optional programs have been designed to tailor the degree program in mathematics to the needs and interest of individual students. Three options are described below.

The business option, is designed to prepare the mathematics student to enter graduate school in the field of business administration and obtain the MBA in one year. The business option requires 135 credit hours including ACCT 100-101, ECON 201-202, MGT 300, MKT 305, MATH 241-242, and COSC 115, 220, 230, and 255.

The Honors Program, is designed to prepare the student for graduate work in mathematics. The Honors Program requires 135 credit hours including 12 hours of a modern foreign language, three hours of philosophy (logic), and selected mathematics courses at the 300 and 400 levels.

The computer science option, is designed for the mathematics student who has a strong interest in becoming a "computing scientist." It provides the student with an overview of the computer industry while using the computer as a problem solving tool. The computer science option in mathematics requires 135 credit hours including COSC 220, 230, 240, 250, 255, 400, 450, and MATH 340, 341, and 430, 431.

Other options in the mathematics program may be tailored to meet the needs of students interested in industrial applied mathematics, biomathematics, mathematical statistics, and the managerial sciences.

BACHELOR OF SCIENCE — MATHEMATICS

Freshman		**F**	**S**
Concentration	MATH 0223 200	0	3
Concentration	MATH 0223 257-258[1]	3	3
Adjunct	PHIL 0233 205	3	0
Adjunct	COSC 0224 220-230	3	3
Common Curriculum	Lower Division	6	9
		15	18
		33	

Sophomore		**F**	**S**
Concentration	MATH 0223 259-310	3	3
Adjunct	PHYS 0234 110-111	5	5
Common Curriculum		6	6
Electives		3	3
		17	17
		34	

[1]Students without the knowledge of trigonometry should take MATH 118 in the summer before their freshman year, or during the fall semester.

Junior		F	S
Concentration	MATH 0223 340-341	3	3
Concentration	MATH 0223 400	3	0
Concentration	MATH (300 or 400 level)	0	3
Adjunct	COSC 0224-400	3	0
Common Curriculum		3	6
Elective		3	3
		15	15
		30	
Senior		F	S
Concentration	MATH (300 or 400 level)	6	3
Common Curriculum		3	3
Electives		7	10
		16	16
TOTAL: 129 cr. hrs.		32	

Specific common curriculum requirements are given in the beginning of this chapter under Curriculum Design. Refer to A&S Common Curriculum in index for page number.

Since a "D" grade suggests less than an adequate grasp of the material in a course, a student with such a grade in a course, which is prerequisite for a course in the concentration, is well advised to repeat the course.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: In order to obtain a B.S. in Mathematics at Loyola, a student must complete the curriculum described above and if the student scores in the 50 percentile or above of graduating seniors on the Subject (Advanced) Test of the Graduate Record Examination in Mathematics, then the department examination which all must take and pass, will be waived.

COMPUTER SCIENCE PROGRAM

The Bachelor of Science in Computer Science prepares the graduate to be a computer scientist with the capability of going beyond program design and analysis and programming applications, to total systems design and analysis, general computer consulting, graduate school in computer science, or other related fields, and in general the capability to grow with the rapidly expanding field of computer science. The courses in the concentration develop, in depth, the theories and techniques of programming and a working knowledge of the interaction of software and hardware. The program provides a base for learning to continue so the graduate can keep abreast of the expanding theory in technology in both software and hardware.

The role of microcomputers in the field of computer science is a unique feature of the degree program. Loyola University will continue as an innovator in the computer science education community in this aspect of the curriculum as well as in general.

BACHELOR OF SCIENCE — COMPUTER SCIENCE

Freshman		**F**	**S**
Concentration	COSC 0224 220-230	3	3
Concentration	COSC 0224 240	0	3
Adjunct	MATH 0223 257-258[1]	3	3
Common Curriculum		9	6
		15	15
		30	

Sophomore		**F**	**S**
Concentration	COSC 0224 250-320	3	3
Concentration	COSC 0224 255-330	3	3
Adjunct	MATH 0223 203-204	3	3
Common Curriculum		6	6
Electives		0	3
		15	18
		33	

Junior		**F**	**S**
Concentration	COSC 0224 350	3	0
Concentration	COSC 0224 (400 level)	3	3
Adjunct	MATH 0223 241-242	3	3
Adjunct	PHIL 0233 205 (Logic)	0	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		**F**	**S**
Concentration	COSC 0224 (400 level)	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
TOTAL: 129 cr. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

Since a "D" grade suggests less than an adequate grasp of the material in a course, a student with such a grade in a course, which is prerequisite for a course in the concentration, is well advised to repeat the course before attempting the course in the concentration.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

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[1]Students without the knowledge of trigonometry should take MATH 118 in the summer before their freshman year, or during the fall semester.

Departmental Comprehensive: In order to obtain a B.S. in Computer Science at Loyola, a student must complete the curriculum described above and if the student scores in the 50 percentile or above of graduating seniors on the Subject (Advanced) Test of the Graduate Record Examination in Computer Science, then the departmental examination, which all must take and pass, will be waived.

COMPUTER INFORMATION PROCESSING PROGRAM

The degree program leading to the Bachelor of Science in Computer Information Processing is designed to prepare the graduate for a leadership role in computing in many facets of industry, business, utilities, government, services or other career areas where the broad liberal arts foundation supplementing the specialization is essential. The courses provide understanding and facility with application systems, and some appreciation of hardware in total systems is included, but not in great depth.

The microcomputer will be a unique part of this program as it has been in department programs for several years.

A secondary emphasis is available in various academic disciplines where computer applications are common. You may plan courses to be included with your advisor. The program following has a secondary emphasis in business. Those students in this program planning to go into fields of application other than business, such as social sciences, would have other courses more relevant to that field in place of the (*) courses. This flexibility would be obtained upon consultation with the advisor and approval by the department chairperson.

BACHELOR OF SCIENCE—
COMPUTER INFORMATION PROCESSING

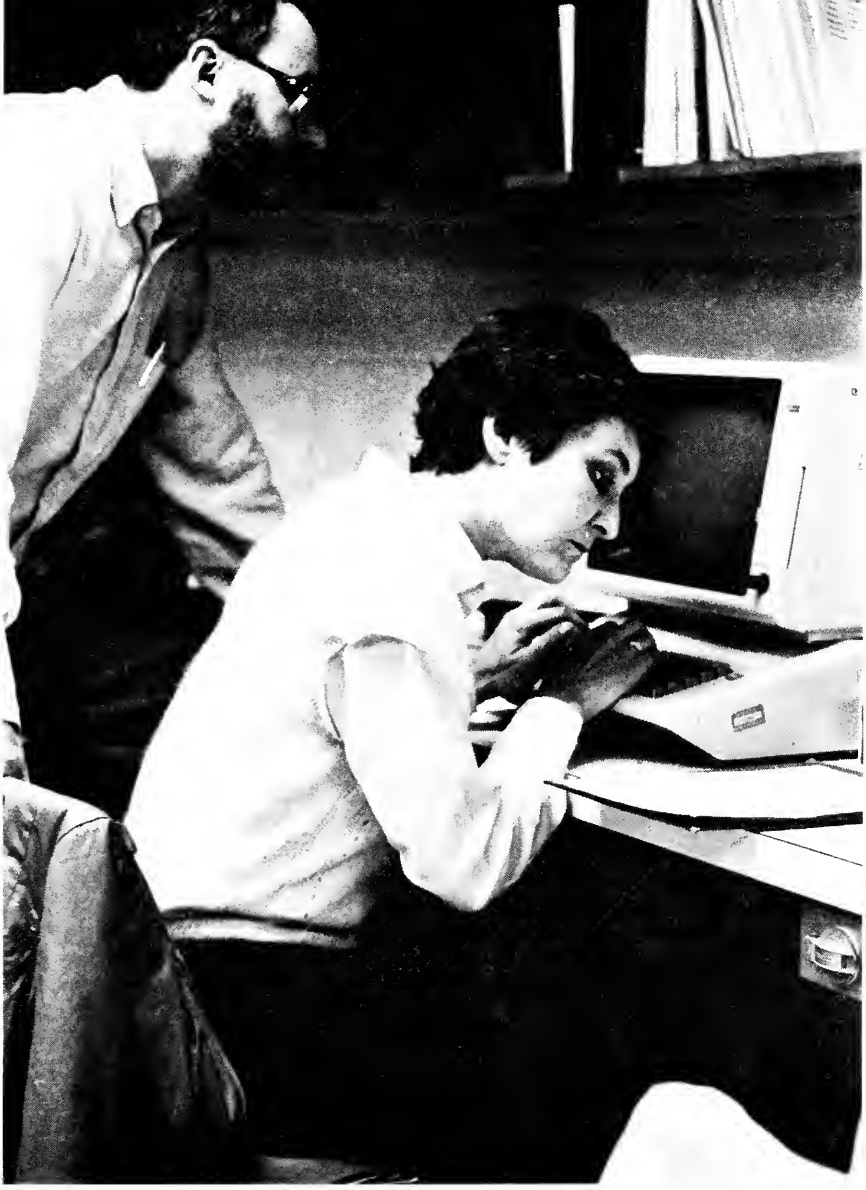
Freshman		**F**	**S**
Concentration	COSC 0224 110-115	3	3
Adjunct	MATH 0223 115-116	3	3
Common Curriculum		6	9
Elective		3	0
		15	15
		30	
Sophmore		**F**	**S**
Concentration	COSC 0224 220-230	3	3
Concentration	ECON 0303 200-201	3	3
Adjunct	MATH 0223 241-242	3	3
Common Curriculum		6	6
Electives		3	0
		18	15
		33	
Junior		**F**	**S**
Concentration	COSC 0224 255	3	0
Concentration	COSC elective 200 or above	0	3
Concentration	*ACCT 0301 100-101	3	3
Adjunct	*LGST 0307 205	0	3
Common Curriculum		6	6
Electives		6	3
		18	18
		36	
Senior		**F**	**S**
Concentration	COSC 350	3	0
Concentration	COSC elective 200 or above	3	3
Adjunct	*MGT 0305 300	0	3
Adjunct	*FIN 0304 300	3	0
Common Curriculum		3	3
Electives		6	3
		18	12
		30	

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under Curriculum Design. Refer to A&S Common Curriculum in index for page number.

Since a "D" grade suggests less than an adequate grasp of the material in a course, a student with such a grade in a course, which is prerequisite for a course in the concentration, is well advised to repeat the course before attempting the course in the concentration.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's



work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: In order to obtain a B.S. in Computer Information Processing at Loyola, students must complete the curriculum described and pass a departmental examination on the courses in their concentration.

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*See discussion in paragraph preceding this chart.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Chairman: Robert B. Dewell, Ph.D. *Office:* 309 Bobet Hall
Professor Emeritus: Jesus Rodriguez
Associate Professor Emerita: Rochelle Ross
Associate Professors: Nicholas Sabatini, Robert Dewell
Assistant Professors: Leo V. Sovinsky, Cassandra Mabe, Peter Rogers, S.J.
Extraordinary Faculty:
Assistant Professor: Claire Paolini
Lecturer: Ingrid Hasselbach

The Department of Modern Foreign Languages offers degree programs in French, German, Russian and Spanish. These programs are designed to train students not only in the target language, but also in the culture of those countries where the language is spoken.

The minimum requirements for our degree programs are as follows:

1. Thirty-six hours of course work in the target language, of which an absolute minimum of 24 hours must be at the 300 level.
2. All language students who are not engaged in education course work or in working toward a double area of concentration are required to demonstrate 300-level proficiency in a second foreign language. Language students are also required to take 21 hours elected from the following adjunct subject areas: history and culture of the countries where the target language is spoken, world literature not of the target language, linguistics, international economic and political relations, and language teaching methodology and up to six hours of a third foreign language.
3. **Admission To Concentration:** Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.
4. **Departmental Comprehensive:** All students in the department must stand a comprehensive language-literature examination during their senior year. This examination will be based upon the student's course work and a reading list approved by the department.

BACHELOR OF ARTS — MODERN FOREIGN LANGUAGES

Freshman		**F**	**S**
Concentration	100-101 of language	3	3
Elective		3	3
Common Curriculum		9	9
		15	15
			30

Sophomore		**F**	**S**
Concentration	200-201 of language	3	3
Adjunct	Second Lang: MFL 100-101	3	3
Common Curriculum		6	6
Adjunct		3	3
Elective		3	0
		18	15
			33

Junior		**F**	**S**
Concentration	300 level	6	6
Adjunct	Second Lang: MFL 200-201	3	3
Common Curriculum		6	6
Adjunct		3	3
		18	18
			36

Senior		**F**	**S**
Concentration	300 level	6	6
Adjunct	Second Lang: MFL 300	3	0
Adjunct	Cult. Elective	3	6
Common Curriculum		3	3
		15	15
TOTAL: 129 cr. hrs.			30

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF PHILOSOPHY

Chairman: Rev. Alvin J. Holloway, S.J., Ph.D. *Office:* 442 Bobet Hall
Professors: Patrick Bourgeois, Robert Preston, Sandra Rosenthal
Associate Professors: David Boileau, Walter Brogan, Henry Folse, Gary Herbert, Alvin Holloway, S.J., Stephen Rowntree, S.J., James Watson
Assistant Professors: Pedro Amaral, Patrick Madigan
Extraordinary Faculty:
Professor: S. Y. Watson, S.J.
Associate Professor: John Stacer, S.J.
Instructor: Allen Sparks

Philosophy has a unique role to play in any liberal arts curriculum. It is a discipline which challenges the student both to reflect on his own biases and presuppositions and to put order into his thoughts. Philosophy also teaches the student to criticize the beliefs and presuppositions of other scientific disciplines. The philosopher declares any existing scientific methodology fair game for his critical probing. The philosopher reflects on human experience in its most general aspects and seeks for meanings and connections that elude more specialized or less reflective disciplines.

The student of philosophy confronts human values precisely as values. He probes the basis of ethical judgment and subjects ethical criteria to personal critical evaluation.

Philosophy provides the student with the critial apparatus he needs to live reflectively in a pluralistic society.

Overspecialization in education dulls the student's sense of possibilities beyond the narrow scope of his limited specialized field. It sacrifices the man to his social functions. By alerting the student to the dangers of overspecialization, philosophy liberates and humanizes him.

Although philosophy is an autonomous discipline and independent of theology, philosophers have often raised the questions which most preoccupy theologians. And creative philosophers have in every age provided the vocabulary for innovative theological thought.

In a word, philosophy is an indispensable part of any liberal arts curriculum. It provides a unique stimulus to thought and to reflections upon human experience.

The following courses are required for students whose area of concentration is philosophy logic, epistemology, metaphysics, ethics, ancient philosophy, medieval philosophy, modern philosophy, and contemporary philosophy. These courses are offered every other year. The normal requirements in credit hours for a concentration in philosophy are 30 to 33 hours. Philosophy electives suitable for the concentration are offered on a continuing rotational basis.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Successful completion of the departmental written comprehensive is required for graduation.

BACHELOR OF ARTS — PHILOSOPHY

Freshman		**F**	**S**
Concentration	PHIL 205-405[1]	3	3
Adjunct[2]	Consult Advisor	3	3
Common Curriculum		9	9
		15	15
			30

Sophomore		**F**	**S**
Concentration	PHIL 210-400	3	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	6
		15	18
			33

Junior		**F**	**S**
Concentration	PHIL 215-415 and 220-410	6	6
Common Curriculum		6	6
Electives		6	5
		18	17
			35

Senior		**F**	**S**
Concentration	PHIL	3	3
Common Curriculum		3	3
Electives		9	9
		15	15

TOTAL: 128 cr. hrs. 30

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

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[1]Sequence of courses in the concentration to be determined by advisor.

[2]Students who wish to be recommended for graduate studies in philosophy must either manifest a reading knowledge in a foreign language or successfully complete 12 credit hours in one of the following: Greek, Latin, German, French, or Russian.

DEPARTMENT OF PHYSICS

Chairman: Creston A. King, Jr., Ph.D. *Office:* 453 Monroe Hall
Professor: Carl Brans
Associate Professors: Henry Garon, David Keiffer, Jr., Creston King, A. Ransom Marlow, S.J.

The department is dedicated to the training of undergraduates and to the preparation of our students for advanced studies. In designing the program we have taken into account the fact that a thorough understanding of the fundamental laws of nature and of the mathematical and experimental methods used in physics provide a solid background for graduate studies not only in physics but also in many other disciplines. The curriculum is quite flexible and adaptable to the individual interest of the student. The electives in the third and fourth years present an opportunity to the student to prepare for further study in areas such as oceanography, meteorology, computer science, technical management, science teaching, and medical physics.

A cooperative program with the University of Notre Dame, Notre Dame, Indiana, enables students to acquire their preengineering training at Loyola and then complete their studies at Notre Dame. Upon successful completion of the course, the student will receive a bachelor of science (physics) from Loyola and a bachelor of science in his selected field of engineering from Notre Dame. This liberal arts-engineering "three-two" program offers the student the benefits of a small liberal arts university, the New Orleans locale, and more time in which to clearly formulate career goals. On successful completion of preengineering studies at Loyola, usually in three years and with the recommendation of the faculty, the student is guaranteed acceptance at Notre Dame as a regular student with all rights, privileges, and responsibilities of a Notre Dame student. Residency at Notre Dame will normally be for an additional two years in a field selected from aerospace, chemical, civil, electrical, engineering science, industrial, mechanical, metallurgical, and nuclear engineering.

The department's facilities, located in Loyola's Monroe Hall, are outstanding. Students are encouraged to participate in faculty research and in the undergraduate research participation program. This opportunity to work closely with the faculty using the sophisticated equipment of modern physics is one ot the features of the department.

The regular B.S. physics degree requires credits in physics including those physics courses explicitly named below.

Without department approval, courses may not be taken out of sequence.

The degree B.S. physics (honors) will be granted to those students who obtain a quality point ratio of 3.0 or better in physics and mathematics and complete a thesis based on their senior year research.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: All seniors must pass written and oral comprehensive examinations. A passing grade in the written comprehensive is

obtained by scoring above the fiftieth percentile on the Subject (Advanced) Test of the Graduate Record Examination. With faculty permission, a student may do a senior research project instead of the Graduate Record Examination requirement.

BACHELOR OF SCIENCE — PHYSICS

Freshman		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 110-111	5	5
Concentration	PHYS 0234 119	0	1
Concentration	PHYS 0234-117*	0	3
Adjunct	MATH 0223 257-258	3	3
Common Curriculum		6	6
		14	19
			33

Sophomore		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 230-231	3	3
Concentration	PHYS 0234 228-410	3	3
Adjunct	MATH 0223 259*-310*	3	3
Common Curriculum		6	6
Elective		3	0
		18	16
			34

Junior		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 220-225	3	3
Concentration	PHYS 0234 300-301	3	3
Concentration	PHYS 0234 440-441	2	2
Concentration	PHYS 0234-335*	3	0
Common Curriculum		6	6
		17	15
			32

Senior		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 400	3	0
Common Curriculum		6	3
Electives		6	10
		15	14
			29

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

*or equivalent

BACHELOR OF SCIENCE — PHYSICS WITH PRE-ENGINEERING OPTION

Freshman		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 110-111	5	5
Concentration	PHYS 0234 119	0	1
Adjunct	MATH 0223 257-258	3	3
Concentration	PHYS 0234-117*	0	3
Common Curriculum		9	3
		17	16
			33

Sophomore		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 230-231	3	3
Concentration	PHYS 0234 228	3	0
Concentration	PHYS 0234 410	0	3
Adjunct	MATH 0223 259*-310*	3	3
Adjunct	CHEM 0202 105-106	3	3
Adjunct	CHEM 0202 107-108	1	1
Common Curriculum		3	3
		16	17
			33

Junior		**F**	**S**
Concentration	PHYS 0234 200-200	0	1
Concentration	PHYS 0234 220-225	3	3
Concentration	PHYS 0234 300-301	3	3
Concentration	PHYS 0234 440-441	2	2
Concentration	PHYS 0234 335*	3	0
Common Curriculum		6	6
		17	15
TOTAL: 98 cr. hrs.			32

Those students in chemical engineering will take one semester of organic chemistry and one semester of analytical chemistry.

*Or equivalent

DEPARTMENT OF POLITICAL SCIENCE

Chairman: Philip Dynia, Ph.D. *Office:* 445 Bobet Hall
Professors: S. J. Makielski, Jr., Maria Falco
Associate Professors: Conrad Raabe, Edward Renwick
Assistant Professor: Philip Dynia

We offer the basic elements of an undergraduate political science program to all our students. With this education many of our graduates go on to law school or graduate school. Some pursue positions with corporations or in the federal, state, and municipal civil services. A few graduates embark directly on a career in politics.

As the interest in law has increased we have tailored our curriculum to accommodate this demand. Political science has traditionally been the most direct route to the study of law. We offer special programs for the student who is law school bound: the straight four year pre-law program is specially constructed through the use of adjunct courses to provide the academic background preferred by law school; the three-one early law admissions program enables an exceptional student to complete the department's requirements for a B.A. in political science in three years, enter law school, and, using his first year of law school as electives, receive his political science degree after successfully completing 30 hours in law school; finally, the department offers a very specialized program for certain students who wish to complete all their degree requirements and graduate in three years. Further information on these programs is available from the department chairman.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Regardless of program, our students are required to take the Subject (Advanced) Test of the Graduate Record Examination in Political Science.

Because of the tradition at Loyola which produces many of the politicians of the area, we have a special interest in urban and state politics, particularly New Orleans and Louisiana politics. In 1967 the Institute of Politics was established. It is an extension service to train people, mostly young professionals, in the realities of political life with a view of encouraging them to undertake a political career. The Political Science Department nominates certain outstanding undergraduates to be associated fellows in the institute program.

BACHELOR OF ARTS — POLITICAL SCIENCE

Freshman		**F**	**S**
Concentration	POLS 0235 100-Elective	3	3
Adjunct		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	POLS 0235 200/201; 230-231	6	6
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Junior		**F**	**S**
Concentration	POLS 0235 300/301; 315-343	6	7
Adjunct		3	0
Common Curriculum		6	6
Electives		3	3
		18	16
		34	

Senior		**F**	**S**
Concentration	POLS 0235 Electives	3	3
Common Curriculum		3	3
Electives		9	7
		15	13
TOTAL: 128 cr. hrs.		28	

Specific common curriculum requirements are given in the beginning of the chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF PSYCHOLOGY

Chairman: Keith W. Jacobs, Ph.D. *Office:* 444A Monroe Hall
Professor: Keith W. Jacobs, Ph.D.
Associate Professors: Paddy A. Doll, Ph.D., Gerald S. Clack, Ph.D., Janet R. Matthews, Ph.D.
Assistant Professors: Leon R. Dreyfys, Ph.D., Evan L. Zucker, Ph.D.

Today psychology plays an important part in the background that every well educated American should have. For this reason the department emphasizes the contribution that psychology can make to the liberal education of all students. At the same time the departmental program is designed to provide a thorough base of knowledge and skills for those students who are preparing to enter graduate study with the goal of becoming professional psychologists as well as those desiring a terminal degree in psychology without plans for graduate education.

Since the undergraduates who participate in the psychology program have a rich variety of goals, the department makes a conscious aim to individualize both the learning process and the curriculum of instruction.

The Psychology Department offers courses in a variety of formats for students whose area of concentration is not psychology. These courses are designed to help the student in other fields become intelligent "consumers" of psychology in the modern world. These courses may not be counted toward degree requirements in psychology.

The bachelor's degree program leading to the B.A. in Psychology consists of two rather different parts: 1) the integrated subcurriculum, and 2) the upper division program.

Beginning and transfer students enter the integrated subcurriculum where they can proceed at their own pace to master the basic fundamentals needed for further work. This program consists of four courses which require a high degree of mastery. Only when this high level of mastery has been demonstrated beyond any doubt does the student proceed to advanced level work.

Higher level instruction for the psychology student is done with heavy reliance on close work with a faculty advisor who directs the student in the choice of areas of study, adjunct courses, and outside readings designed with the goals and hopes of the individual student in mind. This permits maximum flexibility in the planning and efficient carrying out of a truly personalized undergraduate education.

REQUIREMENTS FOR DEGREE PROGRAM IN PSYCHOLOGY

Total hours in psychology are 33, divided as follows:

1. Integrated Subcurriculum *12 hours*

   Four courses taken in sequence. All are modular, concept-mastery in format. Although the student normally registers for only one of these each semester he or she, *may,* by pacing, complete the work for one course and begin (in the same semester) the work for the next course in sequence.

   a. Introduction to Psychology 3 hours
   b. History of Psychology 3 hours
   c. Introduction to Psychological Research 3 hours
   d. Statistics and Methodology 3 hours

2. Upper Division Work *21 hours*

   When the student enters the upper division work, he or she is assigned to a faculty advisor who remains constant until the student graduates. Working in close consultation with the faculty advisor, the student selects an additional 21 hours from the 300 and 400 level departmental offerings. The goal of upper division work is to prepare each individual in the best way possible to achieve the goals and objectives he or she has selected.

Adjunct Courses

The department maintains no set list of required adjuncts. Each student selects with his advisor/tutor an appropriate set of adjuncts which will maximize his preparation for achieving his own goals.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: In the first term of the student's last year he/she shall take the Subject (Advanced) Test of the Graduate Record Examination in Psychology. A scaled score of 500 is required for graduation.

BACHELOR OF ARTS — PSYCHOLOGY

Freshman		**F**	**S**
Concentration	PSYC 0236 100-110	3	3
Adjunct	Consult Advisor	3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	PSYC 0236 200-205	3	3
Adjunct	Consult Advisor	3	3
Common Curriculum		6	6
Electives		3	3
		15	15
		30	

Junior		**F**	**S**
Concentration	Upper Division Courses	6	6
Adjunct	Consult Advisor	3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		**F**	**S**
Concentration	Upper Division Courses	6	3
Adjunct		3	3
Common Curriculum		3	3
Electives		6	6
		18	15
TOTAL: 129 cr. hrs.		33	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF RELIGIOUS STUDIES

Chairman: Vernon Gregson, Ph.D. *Office:* 440 Bobet Hall
Professor: James Gaffney
Associate Professors: Stephen J. Duffy, Gerald Fagin, S.J., Robert Gnuse, Vernon Gregson, Fara Impastato, O.P., Dennis Janz, Earl Richard, Daniel Sheridan
Assistant Professor: Roberto S. Goizueta

The academic study of religion is a high priority in a university that is both Catholic and Jesuit. This study is pursued in a spirit of free intellectual inquiry. The immediate concern of the religious studies program is to achieve an understanding of the person as a religious believer and of the impact of religion upon human existence. This means that religion is reflected upon as a force that has shaped and been shaped by social, political, scientific, and ethical concerns. Since Loyola is a Catholic university, these studies are undertaken from within the perspective of the Catholic tradition. Nevertheless, the Department of Religious Studies is ecumenical both in the composition of its faculty and in its outlook. In no sense is the department concerned to indoctrinate but to understand.

Students electing religious studies as an area of concentration are assigned a faculty advisor in the department. They are required to complete 36 credit hours of religious studies. Students are required to take these eight courses: Introduction to Religious Studies, Old Testament as Literature, New Testament as Literature, Christian Ethics, Patristic Theology, Medieval Theology, Reformation and Post-Reformation Christian Theology, and a Religious Studies Seminar. An adjunct, preferably in philosophy, history, sociology, or psychology is to be determined by the student and the advisor. Students are strongly urged to complete 12 hours of a modern foreign language.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Seniors must complete a research project or take a comprehensive examination. The comprehensive examination consists of an oral examination with three faculty members on a list of topics selected by the student's advisor. The topics are based on the courses the student has taken.

BACHELOR OF ARTS — RELIGIOUS STUDIES

Freshman		**F**	**S**
Concentration	RELS 0238 122	3	0
Concentration	RELS 0238 142-149-147	3	6
Common Curriculum		6	9
Electives		3	0
		15	15
		30	

Sophomore		**F**	**S**
Concentration	RELS 0238 200-201	3	3
Concentration	RELS 0238 Elective	3	0
Adjunct		3	6
Common Curriculum		6	6
Electives		3	0
		18	15
		33	

Junior		**F**	**S**
Concentration	RELS 0238 202-Electives	6	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	6
		18	18
		36	

Senior		**F**	**S**
Concentration	RELS 0238 496-Elective	6	3
Common Curriculum		3	3
Electives		6	9
		15	15
TOTAL: 129 cr. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

CONSORTIUM DEPARTMENT OF SOCIAL WORK

Loyola — Xavier

Associate Professor: Sally Seaman (Loyola)
Assistant Professor: Terry Copeland (Xavier)
Instructor: Eloise Doxie-Dixon (Xavier)

The program is predicated on the belief that in a complex and rapidly changing society, the need for agents of social service delivery is great. Optimization of opportunities and protection of rights are responsibilities which the social work profession must be prepared to address. This commitment to the needs of our society must be balanced by a sound intellectual preparation in both the theory and practice of social work and the liberal arts. The purpose of the social work program is to provide the students with undergraduate preparation leading to a bachelor of arts degree, which enables one to directly enter into the social service occupations or enter into graduate education leading to an advanced degree in social work.

PROGRAM REQUIREMENTS

Students electing social work as the area of concentration must earn a total of 34 hours, consisting of all the required courses within the program sequence. The required courses for social work are: Introduction to Social Work, Social Welfare as an Institution, Human Behavior and the Social Environment, Principles and Methods of Social Work Practice and Lab I, Principles and Methods of Social Work Practice and Lab II, Social Policy, Field Instruction I, Field Instruction II, Social Work Research and Lab, Field Instruction Seminar I, Field Instruction Seminar II.

Required courses are taught at least once per academic year. Elective courses are taught in alternating semesters. Adjunct courses for social work are identified in the four year plan.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Successful completion of SW 401-402 with a minimum grade of C in each course.

BACHELOR OF ARTS — SOCIAL WORK

Freshman		**F**	**S**
Concentration	SOCW 0240 100-200	3	3
Adjunct	SOCL 0239 100/POLS 0235 100	3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	SOCW 0240 300	3	0
Adjunct	PSYC 0236 100/ECON 0303 130	3	3
Common Curriculum		6	6
Electives		6	7
		18	16
		34	

Junior		**F**	**S**
Concentration	SOCW 0240 415-305	8	0
Concentration	SOCW 0240 307-310	0	7
Adjunct	SOCL 0239 325 or POLS 0235 210	3	0
Adjunct	SOCW 0240 315 - Min. Cont	3	3
Elective		0	3
Common Curriculum		3	3
		17	16
		33	

Senior		**F**	**S**
Concentration	SOCW 0240 412-413	1	1
Concentration	SOCW 0240 401-402	4	4
Elective		6	3
Common Curriculum		6	6
		17	14
		31	

TOTAL: 128 cr. hrs.

DEPARTMENT OF SOCIOLOGY

Chairwoman: Lydia Voight *Office:* 443 Bobet Hall
Professor Emeritus: Joseph H. Fichter, S.J.
Associate Professors: Jerrol Seaman, Lydia Voigt
Assistant Professor: John C. Gessner
Extraordinary Faculty:
Lecturer: Edward B. Arroyo, S.J.

Sociology is a behavioral science that studies people as they relate to one another in their daily lives, in families and clubs and at work, in the community and the church. Sociological knowledge is basic to rational normal behavior in all forms of social contexts: civic responsibilities, professional and occupational duties, family relations. Whatever study one selects, it will presuppose a working competence in human relations whether in business or professions, in government or the church. Accordingly, the Department of Sociology offers substantive courses for students in all the areas of concentration in which the university grants the bachelor's degree.

The student who earns the BA degree in sociology is prepared to enter graduate or professional school to work for a higher academic or professional degree. Thorough undergraduate training in sociology provides the basis for both vocational and general life purposes, especially for careers in the helping professions where a solid background in the social sciences is expected or preferred.

REQUIRED COURSES

The degree program in sociology consists of 35 credit hours of sociology courses, with Introduction to Sociology, Sociological Theory, Statistics, and Research Methods required. These required courses and others which make up the 20 credit hours of required courses in the degree program are designed to acquaint the student with the social forces and processes which shape contemporary society, and also to provide a thorough foundation in major sociological concepts, theories, and research techniques. In addition, all students are required to complete a Field Practicum course, where they are expected to apply sociological knowledge while carrying out an independent research project or assisting in the delivery of needed social services in the local community.

ELECTIVE COURSES IN THE CONCENTRATION

In addition to required courses which provide a firm foundation in the fundamentals of sociology, the department offers a variety of other courses of interest to all undergraduate students. For example, courses dealing with social problems, minority relations, social change, social policy, industrial patterns and problems, family life, and criminology are of interest to all of us by virtue of our participation in society. To round-out the degree program, each sociology student, in consultation with his or her academic advisor, will select a set of five elective courses in sociology (15 credit hours) which best meet his or her particular interests or needs.

Admission To Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for

entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: Students with a concentration in sociology are required to pass a Departmental Comprehensive Examination. This test, prepared and administered by the sociology faculty, provides students an opportunity to integrate and synthesize the sociological insights derived from the course curriculum. The format of the exam recognizes individual differences in academic interest and background by allowing for specialized applications of the general content area. It is recommended that students who intend to pursue graduate studies also take the Graduate Record Exam.

A copy of the "Comprehensive Exam Policy" is available from the chairperson of the Sociology Department.

ADJUNCT COURSES

An adjunct course is defined as any course in related or allied fields which rounds-out or otherwise complements or broadens the subject matter of the area of concentration. Adjunct courses for sociology students vary depending upon the desired area of concentration within the field of sociology. Presently, the department provides, in connection with recommended courses in other departments, concentrated studies in the following areas: criminology, pre-legal studies, urban studies, and workplace sociology. Students wishing to concentrate their studies in one or another of these areas should consult with the sociology faculty for information and advising. A total of 15 credit hours of adjunct courses are required.

SECONDARY CONCENTRATION

For those who wish to pursue another area of study as their primary area of concentration, the curriculum of the sociology program can serve as an adaptable and attractive "secondary concentration" (22 credit hours) or even as a "second area of concentration." Increasing numbers of students are combining their interests in this way, especially as it expands their skills and employability. Typical "blending" here occurs with fields of psychology, political science, communications, history, and business.

DEPARTMENTAL EMPHASIS

The Department of Sociology continues to make a special effort to acquaint students with the New Orleans urban region and to commit the resources of students and faculty alike in finding solutions to the social problems of this area.

BACHELOR OF ARTS — SOCIOLOGY

Freshman		**F**	**S**
Concentration	SOCI 0239 100-SOCI Elective	3	3
Adjunct		3	3
Common Curriculum	MATH 115	3	0
Common Curriculum		6	9
		15	15
		30	

Sophomore		**F**	**S**
Concentration	SOCI 0239 335, 336	4	4
Adjunct		3	3
Common Curriculum		6	6
Electives		6	6
		19	19
		38	

Junior		**F**	**S**
Concentration	SOCI 0239 140, 345	3	3
Concentration		3	0
Adjunct		0	3
Common Curriculum		6	6
Electives		3	3
		15	15
		30	

Senior		**F**	**S**
Concentration	SOCI Electives- SOCI 0239 497	6	6
Common Curriculum		3	3
Electives		6	6
		15	15
		30	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF VISUAL ARTS

Chairman: William M. Grote, M.F.A. *Office:* 1st Floor Bobet Hall
Associate Professors: Bro. Gebhard Frohlich, S.J., William M. Grote
Assistant Professor: Ignatius D'Aquila
Extraordinary Faculty:
Assistant Professors: Carol S. Hurst, W. Steve Rucker

The faculty in the Department of Visual Arts teaches and guides their students toward the appreciation and experience of creativity in the visual arts, that area of expression which is so uniquely human. They attempt to let the student become aware of man's creative abilities, both in themselves through work in the studio and in others through exposure to the cultural achievements of different people and times. This helps them towards the emergence of their individual personality, their own creative talents, and a deeper commitment towards the continuing contributions to the cultural fabric.

Classes are arranged whereby students may concentrate on their projects at long intervals of time rather than at short periods interrupted by other academic requirements. Courses like Art Foundations and Beginning Painting introduce the student to the rediscovery of color and shape, of point and line, and of all elements of art. After adequate familiarity with materials and an introduction to design, advanced students are encouraged to tackle problems in new materials. Classes in painting, printmaking, ceramics and sculpture provide experience with new dimensions.

Aesthetic, psychological and historical approaches are important for art students. For this purpose classes are offered in Art of the Child, Aesthetics, and in Art History. Art History classes embrace survey courses and also concentrations in periods, all with an effort to provide a comprehensive knowledge of the artistic achievements of the past and their significance for us today. Students eager to pursue art history have, in addition to Loyola's own library resources, several nearby art libraries, all within convenient proximity to our campus. Private and public libraries in cultural New Orleans make the study of art at Loyola more rewarding and meaningful. Internships at the New Orleans Museum of Art and at other galleries are available.

Two concentrations are available to the student: one in Visual Arts and another in Visual Arts/Graphic Arts. The graphics program is designed to provide a broad understanding and familiarity with many skills — such as publication design, advertising design, illustration, photography, television, film, packaging and display — so that the artist/designer continues to grow.

The graphics freshman concentrates on general art skills which are translated into specific design and illustration problems by the beginning of the sophomore year. Students in their third year develop their special strengths and reach for a more comprehensive understanding of procedures in designing, illustrating, and producing print and television graphics. Seniors are allowed independent study which sponsors special projects of work study training. This program provides a significant bridge between school and professional practice. The student is fortunate in being able to draw upon the enriched cultural fabric of New Orleans.

Admission to Concentration: Upon completion of 56 credit hours of course work, each student must make formal application to the department for entrance to concentration. Transfer students who enter Loyola with 56 hours must make application for admission to concentration after one semester's work at Loyola. Official acceptance into concentration is a graduation requirement. Eligibility requirements are available from the department chairperson.

Departmental Comprehensive: The successful completion of six semester hours of VISA 350 - Senior Show serves as the Visual Arts department comprehensive examination; VISA 466 - Final Project/Graphics serves as the Graphics departmental comprehensive examination.

BACHELOR OF ARTS — VISUAL ARTS

Freshman		**F**	**S**
Concentration	VISA 0241 102-103	6	6
Adjunct	VISA 0241 210-211	3	3
Common Curriculum		9	9
		18	18
		36	

Sophomore		**F**	**S**
Concentration	VISA 0241 200-201 or 260-261	3	3
Concentration	VISA 0241 230-320	3	3
Concentration	VISA 0241 240-250	3	3
Common Curriculum		6	6
		15	15
		30	

Junior		**F**	**S**
Concentration	Area of concentration[1]	3	3
Concentration	Secondary area[1]	3	3
Common Curriculum		6	6
Elective		3	3
Elective		1	1
		16	16
		32	

Senior		**F**	**S**
Concentration	VISA 0241 450-450	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
TOTAL: 128 cr. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

[1]At the conclusion of the sophomore year, students will be evaluated and required to choose an area of concentration (e.g. painting, sculpture, etc.) and a secondary area of concentration.

BACHELOR OF ARTS — VISUAL ARTS/GRAPHIC ARTS

Freshman		**F**	**S**
Concentration	VISA 0241 102-103	6	6
Adjunct	VISA 0241 210-211	3	3
Common Curriculum		9	9
		18	18
		36	

Sophomore		**F**	**S**
Concentration	VISA 0241 260-261	3	3
Concentration	VISA 0241 230-240	3	3
Concentration	CMMN 0271 260, 360	3	3
Common Curriculum		6	6
		15	15
		30	

Junior		**F**	**S**
Concentration	CMMN 0271 360 VISA 0241 241	3	3
Concentration	CMMN 0271 365, 310	3	3
Common Curriculum		6	6
Elective		3	3
Elective		1	1
		16	16
		32	

Senior		**F**	**S**
Concentration	VISA 0241 466-499	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
		30	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

For descriptions of communications courses, refer to *Communications Courses* in index.

EARLY LAW ADMISSIONS

Students who intend to enroll in the Loyola Law School are strongly urged to complete an undergraduate degree first because the law school prefers students who have completed four years of undergraduate work. However, the College of Arts and Sciences along with the Law School offers the combined pre-legal degree program. This program is designed to give the student a bachelor's degree after three years of exceedingly good work in A&S and one year in the School of Law.

Academic advising for students who desire to follow this program is available through the departments of English, history, modern foreign languages, philosophy, political science, psychology, and sociology.

PRE-LEGAL PROGRAM — COMBINED DEGREE

This is a sample program. Hours in concentration, Adjunct and Elective areas may vary slightly depending on the area of concentration selected. The Common Curriculum requirement is the same for all departments.

The departmental comprehensive in the area of concentration must be taken.

Freshman	**F**	**S**
Concentration	3	3
Adjunct	3	3
Common Curriculum	9	9
	15	15
	30	

Sophomore	**F**	**S**
Concentration	6	6
Adjunct	3	3
Common Curriculum	9	9
	18	18
	36	

Junior	**F**	**S**
Concentration	6	6
Adjunct	3	0
Common Curriculum	6	6
Electives	2	3
	17	15
	32	

Senior	**F**	**S**
Electives (taken in School of Law)	15	15
	30	

TOTAL:	Arts and Sciences	98 cr. hrs.
	School of Law	30 cr. hrs.
		128 cr. hrs.

JOSEPH A. BUTT, S.J., COLLEGE OF BUSINESS ADMINISTRATION

Dean: John E. Cave, Ph.D. *Office:* 210 Stallings Hall
Associate Dean: Michael T. Saliba II, Ph.D.
Professors: Jesse T. Barfield, Allen I. Boudreaux, Herman Brasseaux, Herbert Hicks, G. Wallace Leftwich, Ernest Nordtvedt, A. Michael Sibley
Associate Professors: Claire Anderson, William Barnett, James H. Baskett, Lloyd Brandt, John E. Brockhoeft, John E. Cave, Ronald C. Christner, Michael Dalton, Jerry Dauterive, John C. Folkenroth, Robert Glover, Clyde Jenkins, Robert J. Keller, Shu-Jan Liang, C. Lee Mundell, Margaret A. Paranilam, Michael T. Saliba II, Everett White, J. Stuart Wood
Assistant Professors: Karen Arnold, Courtney Blair, Elizabeth A. Coote, Alan Kirkpatrick
Extraordinary Faculty:
Assistant Professors: Ruby Ramirez, Ronald Schroeder

The college, founded in 1947, is accredited at both the undergraduate and graduate levels by the American Assembly of Collegiate Schools of Business and the Southern Association of Colleges and Schools.

It holds membership in the American Association of Colleges and Secondary Schools, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools, the Southern Business Administration Association, and the Southwestern Business Administration Association.

DEGREES

BACHELOR OF BUSINESS ADMINISTRATION (BBA) with concentrations in accounting, applied economics, finance, general business, international business, management, and marketing.

BACHELOR OF PUBLIC ADMINISTRATION (BPA)

MASTER OF BUSINESS ADMINISTRATION (MBA)

MASTER OF BUSINESS ADMINISTRATION/JURIS DOCTOR (MBA/JD)

OTHER PROGRAMS are double concentrations; secondary concentrations in communications, computer science, foreign languages and music; and a secondary concentration in business administration for non-business students.

OBJECTIVES

The principal objective of the College of Business Administration is to provide students with a well-rounded education which includes a liberal arts foundation and a study of the art and science of management and administration.

Programs in the College of Business Administration include examination of administrative principles and quantitative approaches to decision-making common to both business and government. These programs stress the points at which major policy decisions of either business or government must give consideration to related policy decisions of the other. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

Undergraduate programs concentrate the first two years in a broad liberal arts curriculum. Students in the junior and senior years are exposed to professional courses designed to provide a common body of knowledge of business or governmental organizations. Work during the last two years of study focuses upon: (1) a background of the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organizations; (2) a background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations; (3) a basic understanding of the concepts and applications of accounting, of quantitative methods, and information systems; (4) a study of organization theory, behavior, and interpersonal communications; (5) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

All students who desire to pursue a degree program in the College of Business Administration must formally apply for admission to that program. To be admitted to a program, students must possess a Loyola and a higher education grade point average of at least 2.0, as well as at least a 2.0 in their business courses; have completed the following courses or their equivalents: MATH 115-116, ACCT 100-101, ECON 200-201, DECS 200-201, and LGST 205*; and have completed at least 56 credit hours. It is the student's responsibility to apply for admission to the program in the dean's office.

CREDIT FROM OTHER COLLEGES

Credit may be granted for work successfully completed at accredited institutions of higher learning. Transfer credits acceptable for admission purposes shall be valid for degree credit in the college only to the extent to which they represent courses acceptable in the curricula of the college.

The college will not accept transfer credit for any business course in which a grade lower than C has been received. Credit will not be allowed for business courses completed at the freshman-sophomore level at another college or university that are offered at the junior or senior level in this college.

After matriculating at Loyola, students wishing to take courses at another school must receive permission from the Associate Dean. Permission will be granted only to students in good standing and for business courses, only for

*For Accounting Students, LGST 200-201.

schools accredited by the American Assembly of Collegiate Schools of Business and for New Orleans Consortium schools.

ACADEMIC WORK LOAD

A full-time student not on probation may not take more than 20 hours during a fall or spring semester or six hours during a summer session without permission of the associate dean.

The normal load for full-time day students is 15 or 18 credit hours. If a student is employed he or she may be restricted to taking no more than 12 credit hours.

Evening students who are employed full-time may not register for more than nine credit hours without approval from the associate dean. A normal academic load for evening division students is six credit hours.

GRADUATION ELIGIBILITY

In order to graduate, a student must meet the graduation requirements of the university and college and must also possess a Loyola and a higher education grade point average of at least 2.0, as well as at least a 2.0 in business courses taken at Loyola. Students must also complete all the required courses for their area of concentration and have at least a 2.0 grade point average in those courses taken at Loyola. Course substitutions are allowed only with permission of the associate dean.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the dean. The dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the dean.

INTERNSHIPS

The College of Business Administration offers its students the option of obtaining college credit by participating in the student internship program. This program recognizes that work in a business environment provides a unique opportunity to study certain topics and relationships in a fashion that would be impossible within the traditional classroom setting. The internship experience provides the student an opportunity to 1) gain relevant business experience, 2) reinforce and/or reevaluate previous study through a comparison of theory and practice, and 3) pursue the study of a selected business topic within a rich and productive real-world learning environment.

The internship program is not automatically available to all students. To qualify for the internship program a student must be capable of benefitting from the experience to a degree sufficient to justify college credit. Since one of the objectives of the internship is to provide an opportunity to reinforce and/or reevaluate previous study, an internship will be approved only for students who have completed a substantial portion of their business curriculum. Normally, a student will have completed a minimum of 80 credit hours and will have

finished all of the following courses: ACCT 200, 205 or 210; DECS 201; ECON 201; FIN 300 and 310; MGT 300 and 330; MKT 300. Also, a minimum grade point average of 2.5 is required for participation in the program.

To qualify for the internship program, a student must also obtain an employment opportunity that provides a promising environment for internship study. Evaluation of employment opportunities will be done on an individual basis. Not all employment opportunities provide a suitable internship environment.

Internship credit is not given solely on the basis of work experience, although work experience is an important and required part of each internship. Each intern must complete a formal research paper on a topic related to the internship. The paper will normally require some review of related literature and should be prepared according to accepted standards of style and format.

Credit earned through the internship program may be applied toward the business elective portion of the BBA or BPA curricula, but cannot be used in satisfying the major requirements of a particular concentration. For example, internship credit cannot be used as a marketing elective or as a substitute for a required course in satisfying the requirements for a concentration in marketing. A total of six hours of internship may be applied toward an undergraduate degree, with a maximum of three hours in any single semester. All internships are graded on a pass/fail basis.

Prior to registration, students interested in the internship program must complete a formal application. Applications and additional information are available in the office of the associate dean.

INDEPENDENT STUDIES

A student may apply for an independent study in the following cases: 1) the student needs a course which is not being offered for graduation, or 2) the student desires to study a topic or topics not covered in courses offered by the College. A minimum grade point average of 2.0 is required for enrolling in an independent study.

Interested students must complete a formal application prior to registration. Applications and additional information are available in the office of the associate dean.

NON-BUSINESS ELECTIVES

Non-business electives may be taken in the College of Arts and Sciences, City College, and the College of Music. Specifically excluded are those arts and sciences courses listed in the degree program of this college, ECON 130, and MATH 091, MATH 110, MATH 122, and Physical Education activity courses.

MILITARY SCIENCE

Students receive full credit for all military science courses taken. However, these credits may be applied only towards the non-business elective portions of the curricula.

PREREQUISITES

Most courses have specific prerequisites. Students may not register for courses until they have met the prerequisites listed in the course descriptions at the end of this volume. Any exceptions must be approved in writing by the course instructor. A copy of the approval must be placed in the student's file. It is the student's responsibility to become familiar with course prerequisites. **Students with fewer than 56 cr. hrs. are not permitted to enroll in 300- or 400-level business courses.** Students are expected to complete the composition requirements and to have completed two mathematics courses by the end of the first year.

FRATERNITIES AND PROFESSIONAL SOCIETIES

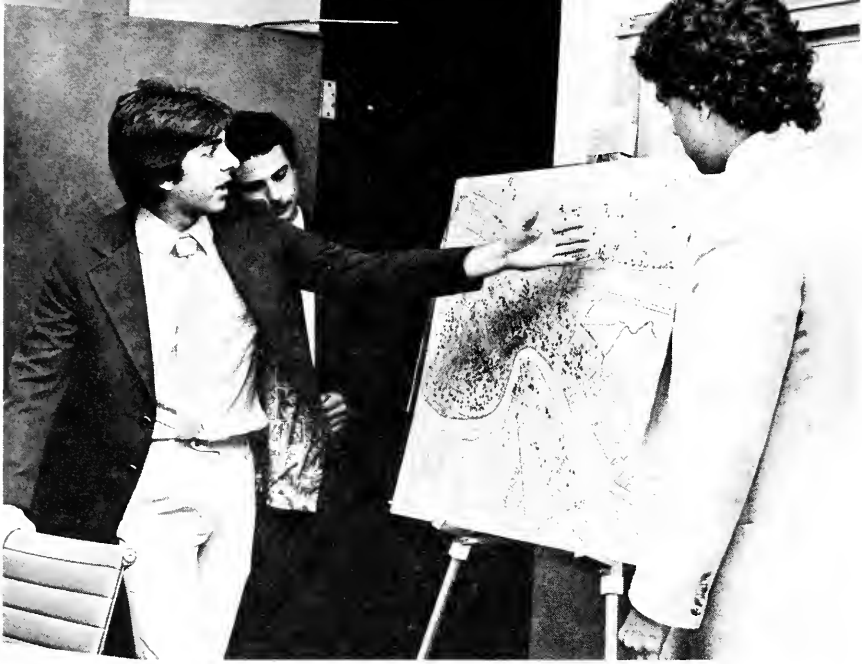
To give recognition and encouragement to high standards of scholarship among business administration students, several honorary scholastic fraternities and organizations have been established.

Beta Alpha Psi — The purposes of this national professional and honorary fraternity are to stimulate interest and cooperation in accounting; to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional accountants, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial exchanges among its members and the profession generally. Students concentrating in accounting with junior standing and a 3.00 quality point average in four completed accounting courses and a 2.50 average in all other subjects shall be considered for election to membership.

Beta Gamma Sigma — The purposes of this national honor society are to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in the art and science of business and to foster integrity in the conduct of business operation. Only seniors who rank in the upper tenth of their graduating class and juniors among the highest four percent of their class are considered for election to membership.

Delta Sigma Pi — Delta Sigma Pi is an international professional commerce society. Its purposes are to foster the study of business in universities, to encourage scholarship, social activities and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce; and to further a high standard of commercial ethics and culture and the civic and commercial welfare of the community.

American Marketing Association — As a professional society, the AMA encourages and strengthens working relations between those studying marketing in the classroom and executives practicing marketing in business. The resulting exchange of ideas, knowledge, and experience is mutually beneficial. Meetings regularly feature business leaders on both the local and national level. In addition, the monthly luncheon meeting of the New Orleans Chapter of AMA is attended by students, faculty, and businessmen in marketing. The AMA promotes professional conduct in marketing through a wide range of social and technical activities.



AWARDS

Each year in May the College of Business Administration hosts an annual awards ceremony to honor outstanding students. Awards are given to students of all class ranks. There are four types of awards: those which are college-wide, those related to a particular concentration, those made by student organizations, and those given by outside agencies. The names of recipients of college awards and some of the others are inscribed on plaques located in the dean's office.

BBA PROGRAMS AND DEGREE REQUIREMENTS

Programs in applied economics, finance, general business, international business, management, and marketing do not require specific electives until the third year.

The program in accounting requires specific courses beginning with the second year.

The Bachelor of Business Administration (BBA) degree consists of 129 credit hours (except for the accounting concentration, which is 132 hours) and has essentially five parts: (1) common curriculum courses (philosophy, religious studies, composition, literature, natural sciences, behavioral/social sciences, humanities/arts; (2) non-business electives; (3) adjunct courses (computer science, mathematics, economics, statistics, legal studies, moral and social responsibility of organizations); (4) business core courses (accounting, finance, marketing, management); (5) concentration requirements and business electives. Up to six hours in computer programming courses may be counted as business electives. Day students may choose from COSC 115, 117, 220, 230, 255 and 350. Evening students may choose from CISA 115, 117, 280, 360 and 380. All BBA students must complete the following courses except for minor variations in the accounting program:

Course	Cr. Hrs.
Common Curriculum	
Introduction to Philosophy (PHIL 122)	3
Making Moral Decisions (PHIL 152)	3
Introduction to Religious Studies (RELS 122)	3
Religious Studies Electives	6
Composition (COMP 122)	3
Literature Elective	3
Natural Science Elective	3
Behavioral/Social Science Elective	3
Humanities/Arts Elective	3
Non-Business Electives	9
Introduction to Computer Information Processing (COSC 110)	3
Mathematics (MATH 115-116)	6
Principles of Economics (ECON 200-201)	6
Managerial Economics (ECON 315)	3
Statistics I & II (DECS 200-201)	6
Legal Environment of Business (LGST 205)	3
Moral and Social Responsibility of Organizations (SIAD 415)	3
Principles of Accounting I & II (ACCT 100-101)	6
Managerial Accounting (ACCT 200)	3
Financial Management (FIN 300)	3
Financial Institutions (FIN 310)	3
Basic Marketing (MKT 300)	3
Principles of Management (MGT 300)	3
Production and Operation Management (MGT 325)	3
Quantitative Methods and Information Systems (DECS 310)	3
Organization Theory, Behavior and Comm. (MGT 330)	3
Business Policy (MGT 445) or Small Business Institute (MGT 440)	3
Concentration Requirements and Business Electives	27
TOTAL Credit Hours	129

PROGRAM IN ACCOUNTING

The accounting curriculum is designed to prepare the student to be a professional accountant. The student who takes advanced studies in accounting will be prepared for a career as a professional accountant in the areas of private, commercial, and industrial accounting; public accounting; governmental service; or teaching.

The accounting program differs slightly from other BBA programs because of its clear relationship to a particular profession. More specifically, accounting students do not take Managerial Accounting or Managerial Economics and take Business Law I and II instead of Legal Environment of Business in addition to the general BBA requirements. Further, the total number of semester hours required for the concentration in accounting is 132, with the following required courses: ACCT 205-206, ACCT 300, ACCT 400, ACCT 403, ACCT 410, three 300- or 400- level accounting electives, and two business electives.

Students interested in this field of concentration are urged to see their advisors early in their program to avoid any scheduling difficulties.

PROGRAM IN APPLIED ECONOMICS

The economics curriculum is designed to provide students with a fundamental understanding of economic processes and their relationships to modern decision making. The program is unique in that while emphasis is given to essential economic theories and principles, the primary thrust of the program is upon the application of these concepts to the modern business. The program is designed to enable students to function as intelligent and informed citizens while becoming professionally prepared for careers in business, industry and government.

The program provides an excellent basis for graduate study in economics or business as well as being an excellent preparation for law school. Students are encouraged to consider a double concentration in Applied Economics and one other concentration, especially Accounting or Finance.

In addition to the requirements for all students in the BBA program, the requirements for a concentration in applied economics are DECS 305, FIN 315 and an additional 12 hours of 300- or 400- level economics courses.

PROGRAM IN FINANCE

Students concentrating in finance have the opportunity of selecting courses placing an emphasis on the corporate, investment, and institutional aspects of the field. Completion of the degree requirements will allow direct entry into the graduate program, assuming other entry requirements are met.

In addition to FIN 300 and FIN 310, which are required of all BBA students, those concentrating in finance are required to take FIN 315, FIN 400 and FIN 410. They also must complete three additional courses from among the following: FIN 200; any 300- or 400- level finance course; ACCT 205, 206, 300, 301; and DECS 305. Only two of the three electives in finance may be non-finance courses.

Students in finance are urged to see their advisor during their sophomore year to plan their program and avoid sequencing or prerequisite problems during their last two years of course work. Some courses with narrow appeal or courses specifically constructed upon request may only be offered every other year.

PROGRAM IN GENERAL BUSINESS

The program in general business is designed specifically to give students more flexibility in their undergraduate business program. The program is particularly attractive for students who intend to pursue more advanced studies in business administration or other professional fields such as law. In addition to the requirements for all BBA students, students concentrating in general business must take the following courses, all of which must be at the 300- or 400- level: one economics course, three management/marketing courses*, three accounting/finance courses*, and 6 hrs. in business electives.

*May not all be in the same area.

PROGRAM IN INTERNATIONAL BUSINESS

This curriculum is designed to give the student a broad preparation for a career in international business. In addition to the requirements for all BBA students, those concentrating in international business must take the following courses: ACCT 305, ECON 305, FIN 325, MGT 315, LGST 300, MKT 330.

Students in this program are encouraged to become fluent in two languages, if they are not already.

Students taking a double concentration in international business and management may take MGT 315 in satisfaction of the business elective portion of the international business curriculum, or of the management curriculum, but not both.

PROGRAM IN MANAGEMENT

The purpose of the undergraduate program in management is to provide professional education to students who are seeking positions of leadership in business and industry. Further, the program is designed to furnish an adequate foundation for graduate study in business administration.

Students gain a fundamental knowledge of accounting, decision science, economics, finance, and marketing through the business core curriculum required of all in the college. The management option provides an opportunity for students to enhance their knowledge and skills in the process of management, as well as in the analysis, design, and operation of complex management systems.

In addition to the management courses required in the business core curriculum, students concentrating in management are required to select a minimum of 12 credit hours of 300- or 400- level management courses.

Students taking a double concentration in management and international business may take MGT 315 in satisfaction of the business elective portion of the management curriculum or of the international business curriculum, but not both.

PROGRAM IN MARKETING

The marketing program is designed to prepare students for an exciting and challenging career in such areas as advertising, public relations, sales, retailing, and marketing research. Because of the practical nature of the marketing curricula, students choosing this field of study have an opportunity to apply much of the knowledge acquired from their other university courses as well as their life experiences.

While students receive a strong foundation in marketing principles from the business view point, moral, ethical and social issues are also carefully examined in light of marketing's enormous impact upon our everyday lives. The central objective, however, is to ready students for managerial positions in marketing and/or for graduate level studies. It is important that students planning to concentrate in marketing consult their respective advisors early in order to coordinate properly their program of studies with possible nonbusiness electives.

The courses which are required in the program in marketing (other than those required of all BBA students) are: MKT 305, MKT 400, and MKT 450. Beyond these, the student concentrating in marketing must select no less than six hours of 300- and 400- level marketing courses.

DOUBLE CONCENTRATIONS

Students earning the BBA may elect to take concentrations in two areas. In order to earn a double concentration, students must earn more than the minimum number of hours required for the BBA. The following list notes the minimum number of hours required for the various double concentrations:

Concentrations	Minimum Total Hours Required for Double Concentration	Hours Required Above Minimum for One Concentration
Accounting/Economics	144	12*
Accounting/Finance	138	6*
Accounting/International Bus.	141	9*
Accounting/Management	138	6*
Accounting/Marketing	141	9*
Economics/Finance	132	3*
Economics/International Bus.	135	6*
Economics/Management	132	3
Economics/Marketing	135	6
Finance/International Bus.	135	6
Finance/Management	132	3
Finance/Marketing	135	6
International Bus./Management	132	3
International Bus./Marketing	132	3
Management/Marketing	129	0

It is important for students desiring to earn a double concentration to see their advisor as soon as possible in order to do so with the minimum number of hours. Improper selection of courses may necessitate the taking of courses beyond the minimum number indicated above.

SECONDARY CONCENTRATIONS

Students in the College of Business Administration earning the Bachelor of Business Administration degree may earn a secondary concentration in communications, computer science, foreign language, or music.

Communications

The secondary concentration in communications requires the following courses:

CMMN 220	Introduction to Broadcasting and Film
CMMN 320	Production Theory and Practice
CMMN 400	Mass Communications Theory and Research
CMMN 401	Law of Mass Communications or CMMN 420 Broadcast Law
CMMN 421	Business Aspects of Broadcasting
CMMN 422	TV Analysis and Criticism

*Minimum credit hours for those concentrating in accounting is 132; minimum for all other concentrations is 129.

Regardless of the order in which taken, the first nine hours of credit will apply to the nonbusiness elective portion of the curricula. Only then will the remaining nine hours be accepted in fulfillment of the business elective portion of the curricula. Thus, proper selection of courses by students will allow them to earn a secondary concentration in broadcasting without increasing the number of hours required for the BBA, except for students taking a concentration in accounting (for whom an additional three hours is required to earn the secondary concentration in broadcasting) and for students earning a double concentration.

Computer Science (for day students)

The secondary concentration in computer science requires the following courses:

Introduction to Computer Information Processing (COSC 110)
Cobol (COSC 115)
Intro to Computer Science (COSC 220)
Programming Techniques (COSC 230)
Data and File Structures (COSC 255)
Data Processing (COSC 350)

Of the courses required for the secondary concentration in computer science, COSC 110 is required for all business students. Of the remaining 15 hrs., the first 9 will be applied to the non-business elective portion of the curricula. Proper scheduling of courses will allow students to earn the secondary concentration in computer science without increasing the number of hours required for the degree, except for students earning a double concentration.

COMPUTER INFORMATION SYSTEMS APPLICATIONS (for evening students)

City College offers a secondary concentration in Computer Information Systems Applications for students in City College and evening students in the College of Business Administration.

The following courses make up the secondary concentration:
CISA 110 Introduction to Computer Information Systems
CISA 115 Computer Programming Language: COBOL
CISA 260 Advanced COBOL Programming
CISA 280 Systems Analysis Methods
CISA 370 Data Base Program Development
CISA 380 Software and Hardware Concepts

Foreign Language

The secondary concentration in a foreign language requires the following courses in one language (French, German, Russian or Spanish) which may not be the student's native language:

First Year I and II (100, 101)
Second Year I and II (200, 201)
and six hours of 300 level courses.

Regardless of the order in which taken, the first nine hours of credit will apply to the non-business elective portion of the curricula. Only then will the remaining nine hours be accepted in the business elective portion of the curricula. Thus, proper selection of courses by students will allow them to earn a secondary concentration in a foreign language without increasing the number of hours required for the BBA, except for students taking a concentration in accounting (for whom an additional three hours is required to earn the secondary concentration in foreign language) and for students earning a double concentration.

Students may receive up to six hours advanced placement credit in a foreign language. In such cases, the number of credit hours required for the secondary concentration will be reduced by either three or six hours, depending on the amount of advanced credit received.

Music

0403-102	Theory I (MUTH 100 Elements of Music Theory or equivalent knowledge is a prerequisite to Theory I)	4
0403-103	Theory II	4
0407-104	Introduction to Music Literature I	1
0407-105	Introduction to Music Literature II	1
0405-112	Applied Study (Instrument or Voice) (Freshman level competency must be demonstrated before enrollment)	2
0405-112	Applied Study (Instrument or Voice)	2
0405-117	Major Ensemble (Instrumental or Choral)	1
0405-117	Major Ensemble (Instrumental or Choral)	1
0405-114	Applied Study: Class I (Piano, Voice, or Guitar)	2
0405-114	Applied Study: Class II (Piano, Voice, or Guitar)	2
*Music Electives from		7
0407	(Music History/Literature)	
0406	(Jazz Studies)	
0405	(Ensembles only)	
0403	(Music Theory)	
		27

*Neither MUTH 100 **Elements of Music Theory** nor pre-freshman level applied study (MUPR 012) may be counted in the total requirements of this program. Also, private Applied Study (0405-112) in addition to the required two semesters may be taken as an elective with the approval of both the studio teacher and the dean of the College of Music. Nine hours may be applied to the non-business elective portion of the curriculum. Upon completion of all the courses, nine hours may be used as business electives. Thus, students earning the BBA and the secondary concentration in Music will be required to complete 138 credit hours (except for those with a concentration in Accounting, for whom the total is 141 credit hours.)

BPA PROGRAM AND DEGREE REQUIREMENTS

The undergraduate program in public administration is unique at Loyola because it offers a student a variety of options. It provides the student preparation for entry into professional careers in government or not-for-profit organizations and, at the same time, provides option for private sector careers since the basic business school tradition is observed in the curriculum. The BPA program provides a sound foundation for graduate study in public administration and fulfills the undergraduate course requirements for the MBA degree. In addition, the BPA degree is an excellent pre-law course of study as it combines the elements of two traditional pre-law degree programs: business administration and political science. Students desiring to pursue graduate degrees are encouraged to consult with their advisors.

The Bachelor of Public Administration (BPA) degree consists of 129 credit hours and has essentially five parts: (1) common curriculum courses (philosophy, religious studies, composition, literature, natural sciences, behavioral/social sciences, humanities/arts); (2) non-business electives; (3) adjunct courses (computer science, mathematics, economics, statistics, law for public administrators, moral and social responsibility of organizations, political science); (4) business core (accounting, finance, management, marketing); (5) business and political science electives. Political science electives may not be chosen from Common Curriculum offerings, but rather must come from political science departmental offerings. All BPA students must complete the following courses:

Course	Cr. Hrs.
Common Curriculum	
Introduction to Philosophy (PHIL 122)	3
Making Moral Decisions (PHIL 152)	3
Introduction to Religious Studies (RELS 122)	3
Religious Studies Elective	6
Composition (COMP 122)	3
Literature Elective	3
Natural Science Elective	3
Behavioral/Social Science Elective	3
Humanities/Arts Elective	3
Non-Business Electives	6
Introduction to Computer Information Processing (COSC 110)	3
Mathematics (MATH 115-116)	6
Principles of Economics (ECON 200-201)	6
Economics of the Public Sector I & II (ECON 301-302)	6
Statistics I & II (DECS 200-201)	6
Legal Environment of Business (LGST 205)	3
Law for Public Administrators (LGST 211)	3
Moral and Social Responsibility of Organizations (SIAD 415)	3
American Government (POLS 101)	3
Administrative Process (POLS 225)	3
State and Local Politics (POLS 250) or Urban Politics (POLS 275)	3
Principles of Accounting I & II (ACCT 100-101)	6
Accounting for Public Administrators (ACCT 210)	3
Financial Management (FIN 300)	3
Basic Marketing (MKT 300)	3
Principles of Management (MKT 300)	3
Human Resource Management (MGT 310)	3
Labor Relations (MGT 305)	3
Quantitative Methods and Information Systems (DECS 310)	3
Organizational Theory, Behavior, and Communication (MGT 330)	3
Seminar in Public Administration (MGT 430)	3
Business and Political Science Electives	15
TOTAL	129

EVENING PROGRAMS

The College of Business Administration offers the BBA degree (with concentrations in accounting and in general business) and the BPA degree in the evening. Evening BBA and BPA students take the following courses in lieu of the common curriculum requirement and non-business electives for day students:

Course	Cr. Hrs.
Logical Reasoning (PHIL 104) or Symbolic Logic (PHIL 105)	3
Moral Decisions (PHIL 261)	3
300- or 400- Level Philosophy Elective	3
Religious Studies Electives	6
Composition (COMP 119)	3
Literature Elective	3
Non-business Electives	18*

SECONDARY CONCENTRATION FOR NON-BUSINESS STUDENTS

The College of Business Administration offers a secondary concentration in business administration. This program is available to all undergraduate students not earning a degree from the College of Business Administration. In addition to providing students with a fundamental understanding of the basic business disciplines, this program is designed to facilitate entry into the MBA program by including the necessary prerequisites (except Decs 201). Thus any student earning the secondary concentration in business administration and completing Decs 201 may enter directly into Loyola's MBA program, providing the student's other qualifications (GPA and GMAT score) are acceptable.

The program consists of the following courses:

Course	Cr. Hrs.
Principles of Accounting (ACCT 100-101)	6
Principles of Economics (ECON 200-201)	6
Financial Management (FIN 300)	3
Legal Environment of Business (LGST 205)	3
Basic Marketing (MKT 300)	3
Statistics I (DECS 200)	3
Principles of Management (MGT 300)	3
TOTAL	27

The foregoing list assumes that the student has achieved an adequate foundation in mathematics and computer science. This preparation is normally demonstrated as follows:

1. Mathematics 115-116
2. Cosc 110.

The grade of "C" or better in each of these courses is required for entrance to the MBA program.

In addition to specific course prerequisites, students must have 56 cr. hrs. or more to enroll in the 300-level courses.

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*15 Cr. Hrs. for the BPA degree

CITY COLLEGE

Dean: Fredrick J. Dobney, Ph.D. *Office:* 537 Monroe Hall
Assistant Dean: Richard A. Lucore, M.Ed.
Assistant Dean for Continuing Education: A. Robert Maurice, Ed.M.
Professors: Dorothy H. Brown, Michael Carubba, John P. Clark, Fredrick J. Dobney, Edwina D. Frank, Charles L. Winters
Associate Professors: Barbara C. Ewell, Dee Wood Harper, Robert A. Ludwig, William E. Thornton
Assistant Professors: Sharon Dirlam, Terry Flaherty, M. Kathryne Lee, Mackie H. Norris, Kathleen O'Gorman, Patricia Tillman.
Assistant Professors Emeritus: John McFarland, S.J., Thomas Mulcrone, S.J.
Extraordinary Faculty: Gregory Curtin, S.J., Hacker J. Fagot, S.J., Max O. Hallman, Marsha J. Kramer

The principal objective of City College is to afford the nontraditional student the opportunity to develop both personally and professionally. The programs offered in the college reflect the basic philosophy of Jesuit education which attempts to combine contemporary professional development with a broad foundation in the humanities. The college recognizes that the adult student brings to the educational adventure a wealth of experience, and hopes to work closely with the student to develop a critical stance and humanistic interpretation of that experience. Using various educational formats (lecture, seminar, discussion, etc.) the college faculty hopes to assist adult students toward better understandings of themselves, their heritage and the contemporary world.

Undergraduate programs in the college require a broad foundation in the liberal arts. This foundation is integrated into the student's area of concentration and allows for the development of a critical position from which the student may judge all contemporary events.

The various concentrations offered in the college attempt to provide the adult student with the skills necessary to assume meaningful positions in the contemporary world. These concentrations provide the information, skills and knowledge necessary for those preparing to enter or further develop in professional areas.

DEGREES OFFERED

Bachelor of Applied Science (with emphasis in computer information systems applications or organizational sciences)
Bachelor of Criminal Justice
Bachelor of Science — Nursing
Bachelor of Liberal Studies (with emphasis in humanities/arts or behavioral/social sciences).

COURSE LOAD

Most City College students attend school on a part-time basis and carry six to nine credit hours. Students on probation may schedule no more than nine

credit hours. A student may not carry more than 12 credit hours unless he or she obtains permission from the dean of the college.

EVENING AND WEEKEND COURSES

Classes are offered in a variety of formats and time frames. Some classes meet twice a week (Monday and Wednesday or Tuesday and Thursday) at 4:55-6:10 p.m., 6:20-7:35 p.m., and 7:45-9:00 p.m. Other classes meet once a week for two and a half hours on week nights or on Saturday.

INTENSIVE WEEKEND COURSES

Intensive Weekend Courses meet on three weekends from 9:00 a.m.-5:00 p.m. on Saturday and either 6:00-10:00 p.m. on Friday or 1:00-5:00 p.m. on Sunday. Intensive Weekend Courses are available only to students in the evening division or to part-time students aged 22 or older. They are not open to degree-seeking day division students or to Consortium students regardless of age.

COMPOSITION REQUIREMENT

All degree-seeking students in City College are required to demonstrate competency at the Composition 119 level. Students placed in Composition 100 (Basic Writing Skills), upon successful completion of this course, will be required to complete Composition 119. Students placed in Composition 119 through testing do not receive credit for Composition 100.

Transfer students with earned hours of college composition are required to demonstrate competency at the Composition 119 level by taking the Composition Placement Test administered through City College. Failing to do so, transfer students must complete Composition 119 as a requirement for graduation. In such cases, the Composition 119 credit and grade are awarded as it is not considered a repeated course. Other students are required to schedule Composition 119 before advancing beyond 30 hours in their program of studies. It is recommended that the course be scheduled as early as possible in students' careers at the university.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the dean. The dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the dean.

MINIMUM WRITING STANDARD

A piece of written work submitted for credit, i.e., a grade higher than "F," must be free of gross mechanical errors to be considered even for the grade of "D." A paper free of gross mechanical errors still is not necessarily acceptable. Mechanical perfection does not indicate that the student has done better than average work. It still falls to the student to demonstrate intellectual originality, good style, and an ability to research a subject if a paper is to be considered worthy of a passing grade.

PREREQUISITES FOR SPECIFIC COURSES

City College courses have specific prerequisites, where introductory or survey courses exist. Those courses are required to be completed before any of the higher numbered courses may be scheduled.

Any student who enrolls for courses for which he does not have the necessary prerequisites does so at his own peril as the instructor may insist that he withdraw from the class.

Students not enrolled in degree programs may register for courses without regard to the prerequisites subject to the approval of the instructor.

REQUIREMENTS FOR DEGREE

In addition to the general requirements for graduation, as detailed in this bulletin, specific requirements for each degree program are set forth below. A 2.0 or more Loyola and higher education grade point average are required for graduation. Unless special permission is granted by the dean to pursue work elsewhere, the last 30 credit hours must be completed at Loyola; the final 24 hours must be successfully completed in City College. Additionally, a student must earn a 2.0 in his or her field of concentration. A minimum of 50 percent of the courses in the field of concentration must be successfuly completed at Loyola University.

ADVISING

Each degree-seeking student in City College is assigned a faculty advisor who will assist the student in schedule planning. Students are encouraged to meet with their advisors regularly during each term.

CURRICULUM DESIGN

The City College curriculum is divided into four basic components, and while all City College students have the same basic core requirements, each degree program has specific requirements in the concentration and adjunct areas.

Concentration courses — are those courses in particular disciplines which lead to a bachelor's degree.

Adjunct courses — are those required courses in areas closely allied to the concentration.

Core courses - are those courses which, in the liberal arts tradition, ensure the degree-seeking student a well-rounded education. All degree-seeking City College students have the following core course requirements: (48 hours total)

COMP 119	English Composition
LIT 260	Introduction to Literary Forms
Literature	Any three additional hours
History	Any six hours
Philosophy	One course in each of three categories (Logic; Values; and Knowledge and Reality)
Religious Studies	Any nine hours
Math	Three hours (specified in some programs)
SOCI 100	Introductory Sociology

PSYC 100	Introduction to Psychology
Science	Any three hours
Fine Arts	Any three hours

Electives are those courses chosen from among all offerings which the student may schedule for enrichment, professional development, or the like.

BACHELOR OF CRIMINAL JUSTICE

Concentration (36 Credit Hours)	**Cr. Hours**
Introduction to Criminal Justice Systems (CRJU 105)	3
Criminology: Fundamentals (SOCI 260)	3
Deviant Behavior (SOCI 275)	3
Criminal Procedure (CRJU 218)	3
Criminal Law (CRJU 405)	3
Research Methods (ORGS 360)	3
Program Planning and Evaluation (ORGS 365)	3
Organizations in Society (SOCI 325)	3
Criminal Justice Electives	12

Adjunct (15 Credit Hours)	
Basic Statistics (MATH 265)	3
Psychology Electives	6
Sociology Electives	6

Core Courses (48 Credit Hours)	48
Electives (30 Credit Hours)	30

Elective courses may be selected from such areas as computer science, business, music, communications, drama and visual arts. Students should refer to the statement on prerequisites.

TOTAL CREDIT HOURS 129

BACHELOR OF APPLIED SCIENCE

Concentration in Computer Information Systems Applications

Concentration (27 Credit Hours)	**Cr. Hours**
Introduction to Computer Information Systems (CISA 110)	3
Computer Programming Language: COBOL (CISA 115)	3
Advanced COBOL Programming (CISA 260)	3
Systems Analysis Methods (CISA 280)	3
Structured Systems Analysis and Design (CISA 360)	3
Data Base Program Development (CISA 370)	3
Software and Hardware Concepts (CISA 380)	3
EDP Audit and Controls (CISA 470)	3
Applied Software Development Project (CISA 485)	3

Adjunct (33 Credit Hours)	
Principles of Accounting I (ACCT 100)	3
Principles of Accounting II (ACCT 101)	3
Managerial Accounting (ACCT 200)	3
Introduction to Organizational Sciences (ORGS 100)	3
Organizational Communications (ORGS 265)	3
Survey of Calculus (MATH 116)	3
Basic Statistics (MATH 265)	3
Research Methods (ORGS 360)	3
Program Planning and Evaluation (ORGS 365)	3
Principles of Management (MGT 300)	3
Industrial and Organizational Psychology (PSYC 350)	3

Core Courses (48 Credit Hours)	48

Electives (21 Credit Hours)	21

Elective courses may be selected from such areas as computer science, business, music, communications, drama and visual arts. Students should refer to the statement on prerequisites.

TOTAL CREDIT HOURS 129

BACHELOR OF APPLIED SCIENCE

Concentration in Organizational Sciences

Concentration (31 Credit Hours)	**Cr. Hours**
Introduction to Organizational Sciences (ORGS 100)	3
Communication in Organizations (ORGS 265)	3
Social Psychology (SOCI 210)	3
Research Methods (ORGS 360)	3
Program Planning and Evaluation (ORGS 365)	3
Principles of Management (MGT 300)	3
Human Resource Management (MGT 310)	3
Organizations in Society (SOCI 325)	3
Industrial and Organizational Psychology (PSYC 350)	3
Sociology of Work and Occupations (SOCI 410)	3
Seminar in Organizational Sciences (ORGS 496)	1

Adjunct (21 Credit Hours)
Introduction to Computers (CISA 100) or Introduction to Computer Information Systems (CISA 110) 3
Basic Statistics (MATH 265) 3
Business Writing (COMP 270) 3
and either Group A or Group B
Group A
Principles of Accounting I (ACCT 100) 3
Principles of Accounting II (ACCT 101) 3
Computer Programming Language: COBOL (CISA 115) 3
Technical Writing (COMP 375) 3
or
Group B
Business Law I (LGST 200) or Legal Environment of Business (LGST 205) 3
Small Group Dynamics (SOCI 330) 3
Work and Family Life (ORGS 370) 3
Personnel Selection (PSYC 450) 3

Core Courses (48 Credit Hours) 48

Electives (29 Credit Hours) 29
Elective courses may be selected from such areas as computer science, business, music, communications, drama and visual arts. Students should refer to the statement on prerequisites.
TOTAL CREDIT HOURS 129

BACHELOR OF LIBERAL STUDIES

Emphasis in Humanities/Arts

Concentration (36 Credit Hours)
Humanities/Arts electives 36
A student may select courses from English, foreign language, history*, music, philosophy, religious studies, and visual arts. A minimum of 18 credit hours and a maximum of 27 credit hours are required in one discipline. At least 18 credit hours in concentration courses must be upper division-level courses.

Adjunct (15 Credit Hours)
Behavioral/Social Sciences electives 12
A student may select courses from anthropology, criminal justice, history*, organizational sciences, political science, psychology, and sociology.
Mathematics/Natural Sciences elective 3
A student may select from computer information systems applications, computer science, mathematics, and natural sciences.

Core Courses (48 Credit Hours) 48

*History may be chosen in either concentration or adjunct, but not in both.

Electives (30 Credit Hours) 30

Elective courses may be selected from such areas as computer science, business, music, communications, drama, and visual arts. Students should refer to the statement on prerequisites.

TOTAL CREDIT HOURS 129

BACHELOR OF LIBERAL STUDIES

Emphasis in Behavioral/Social Sciences

Concentration (36 Credit Hours)

Behavioral/Social Sciences electives 36

A student may select courses from anthropology, criminal justice, history*, organizational sciences, political science, psychology, and sociology. A minimum of 18 credit hours and maximum of 27 credit hours are required in one discipline. A student may not take more than 15 hours in criminal justice or organizational sciences as concentration electives. At least 18 hours in concentration courses must be upper division-level courses.

Adjunct (15 Credit Hours)

Humanities/Arts electives 12

A student may select courses from English, foreign language, history*, music, philosophy, religious studies, and visual arts.

Mathematics/Natural Sciences elective 3

A student may select from computer information systems applications, computer science, mathematics, and natural science.

Core Courses (48 Credit Hours) 48

Electives (30 Credit Hours) 30

Elective courses may be selected from such areas as computer science, business, music, communications, drama, and visual arts. Students should refer to the statement on prerequisites.

TOTAL CREDIT HOURS 129

SECONDARY CONCENTRATION IN COMPUTER INFORMATION SYSTEMS APPLICATIONS

City College offers a secondary concentration in Computer Information Systems Applications for students in City College and evening students in the College of Business Administration.

The following courses make up the secondary concentration:

CISA 110 Introduction to Computer Information Systems
CISA 115 Computer Programming Language: COBOL
CISA 260 Advanced COBOL Programming
CISA 280 Systems Analysis Methods
CISA 370 Data Base Program Development
CISA 380 Software and Hardware Concepts

The preceding list assumes that the student has had adequate preparation in mathematics, including exposure to elementary calculus. This prepartion is ordinarily demonstrated through satisfactory completion of MATH 115 and MATH 116.

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*History may be chosen in either concentration or adjunct, but not in both.

THE NURSING PROGRAM

Interim Director: M. Kathryne Lee *Office:* 473 Monroe
Professor: Edwina D. Frank
Assistant Professors: Sharon Dirlam, M. Kathryne Lee, Mackie H. Norris, Patricia Tillman

The program is accredited at the undergraduate level by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing. The purpose of the nursing program is to prepare nurse generalists who possess the professional competencies to provide care and coordination in situations of health and illness. This professional education provides a foundation for graduate study in nursing and prepares the graduate to assume responsibility for continued learning and personal development.

The Nursing Program of Loyola University is an innovative upper division professional nursing program designed specifically to meet the needs of Registered Nurses seeking to expand their role as professional nurses. The program leads to a Bachelor of Science — Nursing degree and prepares the graduate for professional nursing practice.

Studies in the liberal arts, humanities, biological and behavioral sciences provide the foundation for the professional concentration. The professional concentration provides opportunity for theoretical and practicum studies in nursing theories, health assessment, mental health, leadership and change, patient education, community health and research.

ADMISSION REQUIREMENTS

The program admits Registered Nurses who hold a current license to practice in the United States. Students are required to have current professional liability and malpractice insurance which must be maintained throughout enrollment in the program.

Transfer credits acceptable for admission purposes shall be valid for degree credit in the program only to the extent to which they represent courses acceptable in the curriculum of the program. The program will not accept transfer credit for any adjunct or nursing course in which a grade lower than "C" has been received. A "D" grade suggests a less than adequate grasp of the material in a course; thus, a student with such a grade in a course which is a prerequisite for a major course is well advised to repeat the course.

PROGRAM REQUIREMENTS

The program requirements include 54 credits in the nursing concentration (24 credits of lower division course work and 30 credits upper division course work), 31 credits in the adjunct courses (biological and behavioral sciences) and 48 credits in the core or liberal arts.

The lower division nursing credits are granted either through direct transfer of credit from an NLN-accredited college or university or through credit by examination for nursing courses for which no academic credit was received. (See External Credit by Examination)

All lower division nursing credits must be completed prior to enrolling in the upper division nursing courses, except for Nursing 360. Most nursing

courses have specific prerequisites. Students may not register for courses until they have met the prerequisites. Any exception must be approved in writing by the course instructor and the faculty. A copy of the written approval is to be placed in the student's record. It is the student's responsibility to become familiar with course prerequisites.

BACHELOR OF SCIENCE — NURSING

Concentration (54 credit hours) **Cr. Hours**

(Lower Division Nursing Courses)

Nursing Foundations I (NURS 260) 4-12
Nursing Foundations II (NURS 265) 4-8
Nursing Foundations III (NURS 270) 4

(Upper Division Nursing Courses)

Theories of Nursing Practice (NURS 360) 3
Basic Health Assessment (NURS 365) 4
Leadership and Change (NURS 370) 4
Mental Health Nursing (NURS 375) 4
Research and Evaluation (NURS 450) 3
Client Teaching Systems (NURS 455) 4
Community-Family Health Care (NURS 460) 4
Community Health Care (NURS 461) 4

Adjunct (31 credit hours)

(Lower Division Requirements)

General Chemistry (CHEM 105, 106) 6
Anatomy and Physiology (BIOL 210, 211) 6
Microbiology (BIOL 212 or 300) 3
Nutrition (BIOL 335) 3

(Upper Division Requirements)

Psychology (300-400 level) 3
Sociology (300-400 level) 3
Behavioral & Social Science Electives 6
(300-400 level - a student may select courses from psychology, sociology, management, social work, political science)

Core Courses (48 Credit Hours)
Electives: See adjunct electives, also see electives listed in Core Courses.
TOTAL CREDIT HOURS 133

COLLEGE OF MUSIC

Dean: David Swanzy, Ph.D. *Office:* 165 Communications/Music Complex
Associate Dean: Edward Kvet, D.M.E
Professors: Charles Braswell, Philip Frohnmayer, Patrick McCarty, David Swanzy, Janet Swanzy, Larry Wyatt
Associate Professors: Dean Angeles, Anthony Decuir, Philip Frohnmayer, Joseph Hebert, William Horne, Edward Kvet, H. Jac McCracken, John Murphy, Sylvia Pengilly
Assistant Professors: Sanford Hinderlie, John Mahoney, Paul McGinley, Harry McMurray, Mary Sue Morrow, Francine Peterson

The college, founded in 1932, is accredited by the Southern Association of Colleges and Schools.

It holds membership in the National Association of Schools of Music, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools and the National Association for Music Therapy.

The College of Music offers the opportunity to combine liberal arts studies with professional music courses in the only college of music conducted by the Jesuit Fathers in the United States. Historically, New Orleans offers an abundance of cultural opportunities. The city supports an opera company, a major symphony orchestra, a symphony chorus, and numerous smaller professional organizations. Traditionally, students from Loyola have played an important role in the musical life of the city. Students study and work in close proximity with professional singers and conductors.

Since the College of Music is a member of the National Association of Schools of Music, all programs are in accordance with the regulations set forth by that organization. The curricula in music education contain the course requirements for teacher certification in the State of Louisiana. The Department of Music Therapy is a fully accredited member of the National Association for Music Therapy.

ADMISSION REQUIREMENTS

Full admission to the College of Music, in addition to normal university admission, requires every candidate to complete a satisfactory performance audition. Candidates who, for good cause, cannot audition in person may send a recording of their performance. Provisional admission may be granted to the College of Music under the category general studies, for candidates whose performance ability shows potential but is presently below entrance standards.

SCHOLARSHIPS

The College of Music administers the **Naomi Marie Adams Memorial Foundation Scholarship,** a four-year full tuition award, and the **Guy F. Bernard Memorial Scholarship,** a four-year partial tuition award for keyboard performers.

Additionally, the College of Music awards partial, tuition-remissive, University scholarships. These scholarships vary according to the recipient's performance competence and potential for continued musical and academic progress. They are strictly talent awards and not need-based.

Retention of scholarships from term to term is contingent upon satisfactory musical progress and good academic standing.

PERFORMANCE STANDARDS AND PROFICIENCIES

All students are required to pass a music reading proficiency examination which consists of singing at sight samples of music in compound and simple meters and modulations to closely related keys. Ordinarily this examination is an integral part of the second semester sophomore theory course; transfer students above this level are required to take this examination in their first semester of residence and to pass it no later than their second semester in residence.

Every candidate for a music degree, regardless of concentration, must display a minimum proficiency in piano. An examination to determine such proficiency is ordinarily given at the end of the sophomore year. Students not meeting requirements by this time must continue to elect piano until the required standards are met.

Each prospective graduate is required to take a comprehensive examination during or prior to the final term; the nature of this examination and the standards of acceptable performance are published prior to the senior year.

A senior recital is required of all Bachelor of Music candidates except those in secondary concentration degree programs. A junior recital is also required of all BM Performance candidates. Candidates for the degrees BME, BMT, and BM with secondary concentrations are required to make at least one appearance on a recital during their period of study. This appearance must show on transcripts as Junior Recital. All students must stand jury examinations each semester that they are enrolled in applied study except for the terms in which they are subject to recital juries.

A variety of specific proficiencies are stipulated by individual degree programs and departments. Students must consult their advisors concerning these requirements.

AREA OF CONCENTRATION

During the second semester of the sophomore year or upon completion of 48 credit hours, students must petition for acceptance into their chosen areas of concentration. The acceptance criteria for all music programs are:

1. 2.2 GPA or above in all courses;
2. 2.5 GPA or above in all music courses;
3. Completion of 3 semesters of prescribed music courses; and
4. C average in 3 semesters of major ensemble.

Additional criteria are stipulated by individual degree programs and departments. Students must consult their advisors concerning these requirements.

DEGREE PROGRAMS

Bachelor of Music

Performance (Instrumental, Keyboard, or Voice)
Jazz Studies (Instrumental or Keyboard)
Piano Pedagogy (Keyboard)
Theory and Composition (Instrumental, Keyboard, or Voice)
Music with Secondary Concentrations (Instrumental, Keyboard, or Voice)
Business Administration
Communications
Computer Information Processing
Drama

Bachelor of Music Therapy

The curriculum in music therapy leads to a professional degree designed for students who wish to work with the mentally ill, physically handicapped, and exceptional children.

Bachelor of Music Education

Instrumental (Instrumental or Keyboard Applied Area)
Vocal (Keyboard or Voice Applied Area)
Optional Secondary Concentrations
Jazz Studies
Special Music Education

The Bachelor of Music Education curricula are designed to fulfill academic requirements leading to teacher certification in the State of Louisiana. Several other states also observe reciprocity with Louisiana with regard to teacher certification. Successful completion of a music education curriculum, however, does not lead automatically to state certification, since minimal grade point averages, minimal scores on the National Teachers Examination and other state-specified criteria are required beyond completed coursework.

Changes which may occur in certification requirements during the effective dates of this bulletin will be incorporated by the academic advisor into the student's program. It is the student's obligation to consult with the Coordinator of Music Education prior to every registration period.

Admission Requirements

Prerequisites for admission to the music education program are:

1. Admission to the College of Music.
2. Completion of all freshman and sophomore level courses with a 2.25 overall average.
3. Completion of all College of Music requirements for admission to Area of Concentration.
4. Completion of an interview with members of the Music Education faculty.
5. Demonstration of:
   a. Emotional, mental, and physical well-being;
   b. Professional decorum, interest, and motivation; and
   c. Respect and concern for people.

6. Participation in a three hour counseling session with designated guidance workers.

Master of Music in performance with concentrations in:
Instrumental Keyboard Voice

Master of Music Education with concentrations in:
Instrumental Vocal

Master of Music Therapy

Details on graduate programs are contained in the *Graduate Bulletin.*

ORGANIZATIONS

LOYOLA UNIVERSITY BAND — A concert wind ensemble which focuses equally upon standard and contemporary band repertoire along with carefully selected transcriptions. Membership in this ensemble is open to all university students by audition.

LOYOLA CHAMBER ORCHESTRA — A chamber orchestra which provides students with the opportunity to perform a broad selection of literature — from classical to popular, from the Baroque era to the modern. Membership is open to all university students by audition.

LOYOLA SYMPHONY ORCHESTRA — This ensemble is a full-size concert orchestra which functions through the cooperative efforts of The New Orleans Philharmonic Symphony Orchestra and the Loyola University College of Music. In this group, university players — selected by audition — participate in performances of standard orchestral repertoire: symphonies, concerto-accompaniment, choral-orchestral works, and overtures.

UNIVERSITY CHORUSES — Choral organizations specializing in large-scale choral works with orchestral, band, or other accompaniment. Open to all university students.

UNIVERSITY CHORALE — A select choral organization open to all university students by audition; this group tours nationally and internationally.

UNIVERSITY TRAINING ORCHESTRA — This organization provides developing string players with an opportunity to advance their performance capabilities and furnishes a laboratory for future string teachers and directors.

OPERA WORKSHOP — This ensemble concentrates on music and stage direction simultaneously. In addition to learning the staging of their own parts in scenes of operas, the students are instructed in the techniques of operatic stage deportment applicable to any role.

CHAMBER SINGERS — A select vocal chamber ensemble concentrating on repertoire of the Renaissance and Baroque periods. Emphasis on solo and ensemble performance of chansons, madrigals, and related forms as well as their dramatic offshoots.

BRASS ENSEMBLE — A group specializing in performance of literature for brass ranging from early Baroque music to modern compositions. Open to all university students by audition.

PERCUSSION ENSEMBLE — Performance of literature for varied combinations of percussion instruments is stressed. Open to all university students by audition.

STRING ENSEMBLE — Trio and quartet ensembles are organized each semester to train string majors as ensemble performers. Ensemble members perfect their playing with the objective of performing at recitals. Off campus performances are frequently arranged.

WOODWIND ENSEMBLE — Study and performance of standard and modern literature. Open to all university students by audition.

JAZZ BANDS — The jazz bands offer musicians an opportunity to perform music in the popular and jazz idioms along with study of arranging and techniques of improvisation. Open to all university students.

LOYOLA BALLET — Dance students at every level are given instruction appropriate to their capabilities, from fundamental positions to choreographic creativity in standard ballet repertoire; open to all university students.

STUDENT CHAPTER OF MUSIC EDUCATORS NATIONAL CONFERENCE — This organization provides opportunities for professional development through the on-campus activities of the chapter, paraprofessional services to the community, contacts with leaders in the profession, and participation in local, state and national music education meetings. Additionally, members receive individual copies of the *Music Educators Journal* and *The Louisiana Musician*. Open to all students.

LOYOLA ASSOCIATION FOR MUSIC THERAPY STUDENTS — The purpose of this organization is to provide students with opportunities to gain specialized knowledge concerning the use of music with handicapped individuals. Members receive copies of the *Journal of Music Therapy*. Open to all students.

BACHELOR OF MUSIC
COMMON CURRICULUM REQUIREMENTS

All Bachelor of Music students must complete the following:

A. **Composition** (3 cr. hrs.) Composition Skills (COMP 122)

B. **Philosophy** (9 cr. hrs.)
   1. Introduction to Philosophy (PHIL 122),
   2. Two other courses.

C. **Religious Studies** (9 cr. hrs.)
   1. Introduction to Religious Studies (RELS 122),
   2. Two other courses.

D. **General Studies** (18 cr. hrs.)
   1. Social/behavioral sciences (6 cr. hrs.)
      a. World Civilization I or II (HIST 122 or 124)
      b. One other course (history, behavioral science, economics, education, psychology, political science, communications, sociology, or social work).
   2. Humanities/arts (6 cr. hrs.)
      a. The Emerging Self (LIT 125)
      b. One other course (literature, drama, visual arts, classical humanities, modern foreign languages, philosophy, or religious studies).
   3. Natural sciences (6 cr. hrs.)
      a. One freshman-level natural science course,
      b. One other course (biological sciences, chemistry, dental hygiene, computer science, medical technology, mathematical sciences or physics).

BACHELOR OF MUSIC — INSTRUMENTAL PERFORMANCE

		F	S
Freshman (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
COMP 0217 122-	Composition Skills	3	0
Common Curriculum		3	6
		17	17
Sophomore (35 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 214-215	Piano Class III-IV	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		9	6
		19	16
Junior (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 310	Junior Recital		0
MUTH 0403 302-303	Counterpoint I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 — 309	Instrumental Conducting		2
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Elective			3
Common Curriculum		6	3
		17	17
Senior (32 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402-403	Form & Analysis I-II	2	2
MUTH 0403 306-307	Orchestration I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 404 —	Twentieth Century Music	2	
MUHL 0407 — 405	Music in America		2
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Electives		6	3
Common Curriculum			3
		16	16

TOTAL: 135 cr. hrs.

BACHELOR OF MUSIC — KEYBOARD PERFORMANCE[1]

		F	S
Freshman (40 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPD 0408 110-111	Introduction to Piano Pedagogy I-II	2	2
MUPR 0405 117 117	Major Ensemble	1	1
COMP 0217 122-	Composition Skills	3	
Non-Music Electives		3	3
Common Curriculum		3	6
		20	20
Sophomore (33 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 216 216	Accompanying	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		9	6
		18	15
Junior (32 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 310	Junior Recital		0
MUTH 0403 306 —	Orchestration I	2	
MUTH 0403 302-303	Counterpoint II		2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUHL 0407 308-309	Piano Literature I-II[1]	3	3
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		3	3
		17	15
Senior (27 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402-403	Form & Analysis I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 404 —	Twentieth Century Music	2	
MUHL 0407 — 405	Music in America		2
MU 04	Music Elective		2
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Electives		3	3
Common Curriculum		3	3
TOTAL: 135 cr. hrs.		14	16

[1]Organ and harpsichord students substitute appropriate music literature in place of piano literature. Six credit hours are required. Two years of foreign language study is recommended.

BACHELOR OF MUSIC — VOICE PERFORMANCE

		F	S
Freshman (37 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 100 —	Italian Diction	1	
MUGN 0404 — 101	Italian Vocal Repertoire		0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 118 118	Opera Workshop		1
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
MUPR 0405 118 —	Minor Ensemble	1	
COMP 0217 122 —	Composition Skills	3	
Common Curriculum		3	6
		19	18
Sophomore (35 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 200 —	French Diction	1	
MUGN 0404 — 201	French Vocal Repertoire		0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 214-215	Piano Class III-IV	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 118 118	Opera Workshop	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Foreign Language[1]		3	3
Common Curriculum		3	3
		18	17
Junior (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 300 —	German Diction	1	
MUGN 0404 — 301	German Vocal Repertoire		0
MUPR 0405 — 310	Junior Recital		0
MUTH 0403 302 —	Counterpoint I	2	
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUPR 0405 118 118	Opera Workshop	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Foreign Language[1]		3	3
Common Curriculum		3	6
		17	17

[1]Language study in French and/or German is recommended.

Senior (28 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402 —	Form & Analysis I	2	
MUPR 0405 312 312	Applied Study: Individual	3	3
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 — 311	Choral Conducting		2
MUPR 0405 118 —	Opera Workshop	1	
MUPR 0405 117 117	Major Ensemble	1	1
MUPR 0405 118	Minor Ensemble	0	1
Non-Music Elective		3	
Common Curriculum		6	6
		18	13

TOTAL: 137 cr. hrs.

BACHELOR OF MUSIC—JAZZ STUDIES

Freshman (34 cr. hrs.)		**F**	**S**
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102 103	Theory I-II	4	4
MUPR 0405 114 115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study	3	3
MUJZ 0406 106 —	Introduction to Jazz Lit	1	
MUJZ 0406 103 —	Business of Music	1	
MUJZ 0406 — 109	Improvisation II		1
MUHL 0407 104 105	Into to Music Lit	1	1
MUPR 0405 117 or 118	Major Ensemble	1	1
COMP 0217 122 —	Composition Skills	3	
Common Curriculum			6
		16	18

Sophomore (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202 203	Theory III-IV	4	4
MUPR 0405 214 —	Piano Class III	2	
MUPR 0405 112 112	Applied Study	3	3
MUJZ 0406 — 107	Jazz Piano and Theory		1
MUJZ 0406 208 209	Improvisation III & IV	1	1
MUJZ 0406 204 —	Evolution of Jazz	2	
MUPR 0405 119 119	Jazz Combo	1	1
MUPR 0405 117 or 118	Major Ensemble	1	1
Common Curriculum		3	6
		17	17

Junior (36 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 310	Junior Recital		0
MUTH 0403 304 —	Jazz Composition	2	
MUTH 0403 — 303	Counterpoint II		2
MUJZ 0406 308 309	Improvisation V-VI	1	1
MUPR 0405 312 312	Applied Study	3	3
MUPR 0405 119 119	Jazz Combo	1	1
MUHL 0407 304 305	Survey Music Hist I & II	3	3
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 117 or 118	Major Ensemble	1	1
Common Curriculum		6	6
		19	17

Senior

MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 306 —	Orchestration I	2	
MUTH 0403 — 309	Modern Arranging		2
MUJZ 0406 408 409	Improvisation VII-VIII	2	2
MUPR 0405 312 312	Applied Study	3	3
MUPR 0405 119 119	Jazz Combo	1	1
MUHL 0407 404 —	Twentieth Century Music	2	
MUPR 0405 117 or 118	Major Ensemble	1	1
Non-Music Electives		3	3
Common Curriculum		3	6
		17	18

TOTAL: 139 cr. hrs.

BACHELOR OF MUSIC IN PIANO PEDAGOGY

Freshman (34 cr. hrs.)

		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPD 0408 110-111	Introduction to Piano Pedagogy I-II	2	2
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
COMP 0217 122 —	Composition Skills	3	
Common Curriculum		3	6
		17	17

Sophomore (39 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPD 0408 210-211	Piano Pedagogy III-IV	2	2
MUED 0401 — 308	General Music Education Methods		2
MUPR 0405 216 216	Accompanying	1	1
MUPR 0405 117 117	Major Ensemble	1	1
PSYC 0236 100 330	Introduction/Developmental Psychology	3	3
Common Curriculum		6	3
		20	19

Junior (32 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 — 303	Counterpoint II		2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUPD 0408 310-311	Piano Pedagogy V-VI	1	1
MUPR 0405 117 117	Major Ensemble	1	1
PHED 0215 219 —	Rhythm and Movement	2	
Common Curriculum		6	6
		16	16

Senior (26 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402-403	Form & Analysis I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUPD 0408 410-411	Piano Pedagogy VII - VIII	1	1
MUHL 0407 308-309	Piano Literature I-II	3	3
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Elective			3
Common Curriculum		3	3
		13	16

TOTAL: 134 cr. hrs.

BACHELOR OF MUSIC IN THEORY AND COMPOSITION

		F	S
Freshman (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	2	2
MUPR 0405 114-115	Piano Class I-II[1]	2	2
MUTH 0403 110-111	Composition Survey I-II	1	1
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
COMP 0217 122 —	Composition Skills	3	0
Common Curriculum		3	6
		17	17
Sophomore (30 cr. hrs.)[2]			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUTH 0403 210-211	Composition Essentials I-II	1	1
MUPR 0405 112 112	Applied Study: Individual	2	2
MUPR 0405 214-215	Piano Class III-IV[1]	2	2
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 309or311	Instrumental or Choral Conducting		2
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum	(Computer Science, Acoustics or Aesthetics)	6	3
		18	15
Junior (36 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 302-303	Counterpoint I-II	2	2
MUTH 0403 310-311	Composition III-IV	2	2
MUTH 0403 306-307	Orchestration I-II	2	2
MUPR 0405	Applied Study: Individual or Class[3]	2	2
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUTH 0403 — 305	Electronic Music		3
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		6	3
		18	18

[1]If the primary performance area is a keyboard instrument, an orchestral string instrument must be substituted.

[2]By the end of the sophomore year, all students in this degree program are **required** to demonstrate a keyboard skill appropriate to the theorist/composer's needs in score reading, analysis and teaching. Should the theory faculty determine that a student has not achieved the required proficiency by that time, he or she must work—under the direction of the department—until that deficiency is remedied. During this time, junior—but not senior—level courses may be taken.

[3]Students will be **advised** to achieve at least minor performance competence in instrumental families (including voice) outside their current familiarity; their primary purpose in this should be not so much to perform as to become able to write with recognition of the idiomatic capabilities of a broad range of musical aggregations.

Senior (31 cr. hrs.)

MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital[4]		0
MUTH 0403 402-403	Form and Analysis I-II	2	2
MUTH 0403 410-411	Composition V-VI	2	2
MUPR 0405	Applied Study: Individual or Class[3]	2	2
MUHL 0407 404 —	Twentieth-Century Music	2	
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Electives		3	3
Common Curriculum		3	6
		15	16

TOTAL: 134 cr. hrs.

[3]Students will be advised to achieve at least minor performance competence in instrumental families (including voice) outside their current familiarity; their primary purpose in this should be not so much to perform as to become able to write with recognition of the idiomatic capabilities of a broad range of musical aggregations.

[4]A recital consisting of original works, prepared by the student, must be presented in substitution for an ordinary performance recital.

BACHELOR OF MUSIC WITH SECONDARY CONCENTRATIONS
MUSIC CORE REQUIREMENTS

All students in Bachelor of Music with Secondary Concentration Programs must complete the following:

Recital Hour (8 sem.) ..... 0 cr. hrs.
Music Theory (4 sem.) ..... 16 cr. hrs.
- Theory I (MUTH 102)
- Theory II (MUTH 103)
- Theory III (MUTH 202)
- Theory IV (MUTH 203)

Applied Study: Individual (6 sem.) ..... 12 cr. hrs.
History (4 sem.) ..... 8 cr. hrs.
- Introduction to Music Literature I (MUHL 104)
- Introduction to Music Literature II (MUHL 105)
- Survey of Music History I (MUHL 304)
- Survey of Music History II (MUHL 305)

Class Piano (3 sem.) ..... 6 cr. hrs.
- Piano Class I (MUPR 114)
- Piano Class II (MUPR 115)
- Piano Class III (MUPR 214)

Major Ensembles (6 sem.) ..... 6 cr. hrs.
Conducting (1 sem.) ..... 2 cr. hrs.
- Essentials of Conducting (MUPR 308)

Junior Recital (Appearance) ..... 0 cr. hrs.

TOTAL: 50 cr. hrs.

BACHELOR OF MUSIC
SECONDARY CONCENTRATION IN BUSINESS ADMINISTRATION

I. **Music Core** ..... 50 cr. hrs.

II. **Music Cognate** ..... 12 cr. hrs.

MUGN	303	Internships (2 cr. hrs.)
MUGN	220	Seminar in Music Business (2 cr. hrs.)
		Music Elective (5 cr. hrs.)

Instrumental Track

MUED	110	String Class I (1 cr. hr.)
MUED	210	Brass/Percussion Class I (1 sem. hr.)
MUED	310	Woodwinds Class I (1 cr. hr.)

Vocal Track

MUED	308	General Music or Ed. Methods (2 cr. hrs.)
or		
MUED	307	Choral Education Methods (2 cr. hrs.)
MUED	110	String Class I (1 cr. hr.)
MUED	210	Brass/Percussion Class I (1 cr. hr.) }
MUED	310	Woodwind Class I (1 cr. hr.) } Choice 1 cr.
MUPR	414	Guitar Concepts I (1 cr. hr.) }

III. **Common Curriculum/English** ..... 39 cr. hrs.

IV. **Business** ..... 27 cr. hrs.

ACCT	100-101	Principles of Accounting I-II (6 cr. hrs.)
ECON	200-201	Principles of Economics I-II (6 cr. hrs.)
LGST	205	Legal Environment of Business (3 cr. hrs.)
DELS	200	Business Statistics I (3 cr. hrs.)
FIN	300	Financial Management (3 cr. hrs.)
MKT	300	Basic Marketing (3 cr. hrs.)
MGT	300	Principles of Management (3 cr. hrs.)

V. **Math/Computer Science** ..... 9 cr. hrs.

COSC	110[1]	Intro to Computer Information Processing (3 cr. hrs.)
MATH	115	Intro to Finite Mathematics (3 cr. hrs.)
MATH	116	Survey of Calculus (3 cr. hrs.)

TOTAL: 137 cr. hrs.

[1]COSC 115 (COBOL) or 117 (FORTRAN) is acceptable as a substitute but not recommended.

BACHELOR OF MUSIC
SECONDARY CONCENTRATION IN COMMUNICATIONS

I. **Music Core** ..... 50 cr. hrs.
II. **Music Cognate** ..... 12 cr. hrs.
MUGN 303 Internships (3 cr. hrs.)
MUJZ 103 Business of Music (1 cr. hr.)
Music Electives (8 cr. hrs.)
III. **Common Curriculum/English** ..... 39 cr. hrs.
IV. **Communications** ..... 27 cr. hrs.
CMMN 100 Intro to Mass Communications (3 cr. hrs.)
CMMN 101 Writing for the Mass Media (3 cr. hrs.)
Broadcast Production, Broadcast Journalism, Print Journalism, Advertising, Public Relations, or Communications Studies Sequence (21 cr. hrs.)
V. **Electives** ..... 3 cr. hrs.
TOTAL: 131 cr. hrs.

BACHELOR OF MUSIC
SECONDARY CONCENTRATION IN COMPUTER INFORMATION PROCESSING

I. **Music Core** ..... 50 cr. hrs.
II. **Music Cognate** ..... 12 cr. hrs.
MUTH 402-403 Form and Analysis I-II (4 cr. hrs.)
Applied Study: Individual (4 cr. hrs.)
Music History Elective (2 cr. hrs.)
Music Elective (2 cr. hrs.)
III. **Common Curriculum/English** ..... 39 cr. hrs.
IV. **Math/Computer Science**[1] ..... 27 cr. hrs.
COSC 110 Intro to Computer Information Processing (3 cr. hrs.)
MATH 115 Intro to Finite Mathematics (3 cr. hrs.)
COSC 115 Cobol (3 cr. hrs.)
MATH 116 Survey of Calculus (3 cr. hrs.)
COSC 220 Intro to Computer Science (3 cr. hrs.)
MATH 241 Probability and Statistics I (3 cr. hrs.)
COSC 230 Programming Techniques (3 cr. hrs.)
MATH 242 Probability and Statistics II (3 cr. hrs.)
COSC 255 Data and File Structures (3 cr. hrs.)
V. **Electives** ..... 3 cr. hrs.
TOTAL: 131 cr. hrs.

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[1]The following courses are recommended but not required:
ACCT 100 Accounting I
ACCT 101 Accounting II
ECON 200 Microeconomics
ECON 201 Macroeconomics

BACHELOR OF MUSIC
SECONDARY CONCENTRATION IN DRAMA

I. **Music Core** ..... 50 cr. hrs.
II. **Music Cognate** ..... 12 cr. hrs.
Selected from the following:
Eurhythmics or Ballet (4 cr. hrs.)
Opera Workshop (6 cr. hrs.)
Major or Minor Applied Study (4 cr. hrs.)
Conducting II (2 cr. hrs.)
III. **Common Curriculum/English** ..... 39 cr. hrs.
IV. **Drama** ..... 26 cr. hrs.
Block I: All required (18 cr. hrs.)

DRAM 103	Stagecraft (3 cr. hrs.)
DRAM 105-106	Theatre Heritage I-II (6 cr. hrs.)
DRAM 220	Acting I (3 cr. hrs.)
DRAM 300	Play Production (3 cr. hrs.)
DRAM 410	Directing (3 cr. hrs.)

Block II: Any two (6 cr. hrs.)

DRAM 104	Stagecraft II (3 cr. hrs.)
DRAM 221	Acting II (3 cr. hrs.)
DRAM 230	Body Movement I (3 cr. hrs.)
DRAM 321	Adv. Performance Workshop (3 cr. hrs.)
DRAM 425	Lighting for Stage and TV (3 cr. hrs.)
DRAM 430	Scene Design (3 cr. hrs.)

Block III: Any one (2 cr. hrs.)

DRAM 261	Theatre Workshop (2 cr. hrs.)
DRAM 318	Makeup for Stage and TV (2 cr. hrs.)
DRAM 340	Playwriting (2 cr. hrs.)
DRAM 455	Theatre Management (2 cr. hrs.)

V. **Electives** ..... 4 cr. hrs.
TOTAL: 131 cr. hrs.

BACHELOR OF MUSIC EDUCATION
NON-MUSIC REQUIREMENTS[1]

A. **Philosophy** (3 cr. hrs.) Introduction to Philosophy (PHIL 122)
B. **Religious Studies** (3 cr. hrs.) Introduction to Religious Studies (RELS 122)
C. **General Studies** (46 cr. hrs.)
   1. English and/or Literature (12 cr. hrs.)
      a. Composition Skills — COMP 122
      b. Grammar and Language — LIT 306
      c. Two other courses
   2. Social/Behavioral Sciences (12 cr. hrs.)
      a. World Civilization I or II — HIST 122 or 124
      b. U.S. History I or II — HIST 200 or 201
      c. Two other courses (history, political science, sociology, psychology, or economics)
   3. Sciences (12 cr. hrs.)
      a. Cultural Biology — BIOL 122
      b. Two or three other courses (chemistry or physics)
   4. Mathematics (6 cr. hrs.)
      a. Math Models — MATH 122
      b. One other course
   5. Health and Physical Education (4 cr. hrs.)
      a. Rhythm and Movement — EDUC 277
      b. Eurhythmics — MUGN 210

[1]These courses must be taken from Common Curriculum listings whenever possible; when that is not possible, other courses may be substituted in fulfillment of these state required, certification courses.

BACHELOR OF MUSIC EDUCATION — INSTRUMENTAL

Freshman (40 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	2	2
MUED 0401 110-111	String Class I-II[1]	1	1
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
LIT 0218 — 306	Grammar and Language		3
Common Curriculum		9	6
		20	20

Sophomore (40 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 214 —	Piano Class III	2	
MUPR 0405 112 112	Applied Study: Individual	2	2
MUED 0401 — 200	Field Experience in Music Education		0
MUED 0401 210-211	Brass & Percussion Class I-II[1]	2	2
MUPR 0405 117 117	Major Ensemble	1	1
EDUC 0214 100 —	Foundations of Education	3	
EDSE 0212 — 200	Adolescent Psychology		3
Common Curriculum		7	7
		21	19

[1]The sequence of instrumental techniques classes will be determined in consultations between individual students and the music education coordinator. The student's primary performance area will be a major consideration.

Junior (42 cr. hrs.)			**F**	**S**
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 306 —	Orchestration I		2	
MU 04	Music Theory or History Elective			2
MUHL 0407 304-305	Survey of Music History I-II		3	3
MUPR 0405 312 312	Applied Study: Individual		2	2
MUPR 0405 308 —	Essentials of Conducting		2	
MUPR 0405 — 309	Instrumental Conducting			2
MUPR 0405 414 —	Guitar Concepts I		1	
MUED 0401 310-311	Woodwind Class I-II[1]		2	2
MUED 0401 — 308	General Music Education Methods			2
MUED 0401 309 —	Psychology of Teaching Music in Secondary Schools		3	
MUED 0401 200 —	Field Experience in Music Education		0	
MUED 0401 — 306	Instrumental Music Education Methods			2
MUPR 0405 117 117	Major Ensemble		1	1
PHED 0215 219 —	Rhythm and Movement		2	
PHED 0215 220	Eurhythmics			2
EDSE 0212 305 —	Teaching of Reading Secondary		3	
EDSE 0212 — 310	Problems of Reading Secondary			3
			21	21
Senior (26 cr. hrs.)				
MUPR 0405 — 113	Recital Hour			0
MUPR 0405 — 310	Junior Recital (appearance)			0
MUED 0401 300 300	Student Teaching Seminar		0	0
MUED 0401 400 —	Student Teaching		9	
MUPR 0405 — 117	Major Ensemble			1
HIST 0222 200 or 201	U.S. History I or II			3
Common Curriculum				13
			9	17
TOTAL: 148 cr. hrs.				

[1]The sequence of instrumental techniques classes will be determined in consultations between individual students and the music education coordinator. The student's primary performance area will be a major consideration.

BACHELOR OF MUSIC EDUCATION — VOCAL[1]

			F	S
Freshman (38 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUGN 0404 101 —	Italian Vocal Repertoire		0	
MUTH 0403 102-103	Theory I-II		4	4
MUPR 0405 114-115 or 112-112	Applied Study: Class or Individual (Piano)		2	2
MUPR 0405 112 112	Applied Study: Individual (Voice)		2	2
MUHL 0407 104-105	Introduction to Music Literature I-II		1	1
MUPR 0405 117 117	Major Ensemble		1	1
LIT 0218 — 306	Grammar and Language			3
Common Curriculum			9	6
			19	19
Sophomore (41 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUGN 0404 201 —	French Vocal Repertoire		0	
MUTH 0403 202-203	Theory III-IV		4	4
MUPR 0405 214-215 or 112-112	Applied Study: Class or Individual (Piano)[2]		2	2-3
MUPR 0405 112 112	Applied Study: Individual (Voice)[2]		2	2-3
MUPR 0405 414-415	Guitar Concepts I-II		1	1
MUED 0401 — 200	Field Experience in Music Education			0
MUPR 0405 117 117	Major Ensemble		1	1
EDUC 0214 100 —	Foundations of Education		3	
EDSE 0212 — 200	Adolescent Psychology			3
Common Curriculum			7	7
			20	21

[1]This course of study is designed to accommodate students who wish to pursue a music education curriculum and whose primary performance area is either voice or keyboard. Adjustments in applied music focus are available at both the sophomore and junior levels. Teaching certification, in either case, would be in vocal music.

[2]In the second semester of the sophomore year and in the entire junior year, students whose primary performance area is voice should register for two credit hours of piano and three credit hours of voice; students whose primary performance area is piano should register for three credit hours of piano and two credit hours of voice.

Junior (41 cr. hrs.)			F	S
MUPR 0405 113 113	Recital Hour		0	0
MUGN 0404 301 —	German Vocal Repertoire		0	
MUPR 0405 312 312 or 112 112	Applied Study: Individual (Piano)[2]		2-3	2-3
MUPR 0405 312 312	Applied Study: Individual (Voice)[2]		2-3	2-3
MUTH 0403 306 —	Orchestration I		2	
MUHL 0407 304-305	Survey of Music History I-II		3	3
MU 04	Music Theory or History Elective			2
MUPR 0405 308 —	Essentials of Conducting		2	
MUPR 0405 — 311	Choral Conducting			2
MUED 0401 — 308	General Music Education Methods			2
MUED 0401 309 —	Psychology of Teaching Music in Secondary Schools		3	
MUED 0401 200 —	Field Experience in Music Education		0	
MUPR 0405 117 117	Major Ensemble		1	1
HIST 0222 200 or 201	U.S. History I or II		3	
PHED 0215 219 —	Rhythm and Movement		2	
PHED 0215 — 220	Eurhythmics			2
Common Curriculum				3
			—	—
			21	20
Senior (28 cr. hrs.)				
MUPR 0405 113 —	Recital Hour		0	
MUPR 0405 310 —	Junior Recital (appearance)		0	
MUED 0401 300 300	Student Teaching Seminar		0	0
MUED 0401 — 400	Student Teaching			9
MUED 0401 307 —	Choral Music Education Methods		2	
MUPR 0405 117 —	Major Ensemble		1	
EDEL 0208 325 —	Teaching of Reading Elementary		3	
EDEL 0208 330 —	Problems of Reading Elementary		3	
Common Curriculum			10	
			—	—
			19	9

TOTAL: 148 cr. hrs.

[2]In the second semester of the sophomore year and in the entire junior year, students whose primary performance area is voice should register for two credit hours of piano and three credit hours of voice; students whose primary performance area is piano should register for three credit hours of piano and two credit hours of voice.

OPTIONAL SECONDARY CONCENTRATIONS FOR MUSIC EDUCATION

Students in any of the music education programs may elect to take additional work in Jazz Studies or Special Music Education and thus establish a secondary concentration which constitutes a potentially valuable breadth in the preparation of any music teacher. In addition to the chosen curriculum, those secondary concentration courses that must be added are:

Jazz Studies	**Cr. Hrs.**
Jazz Band	6
Intro to Jazz Literature or Jazz Piano and Theory	1
Improvisation	2
Evolution of Jazz Styles	2
Jazz Combo	2
	13

Special Music Education	**Cr. Hrs.**
Music Therapy II	4
Music Therapy III	4
Selected Courses in Psychology/Special Education	4
Functional Skills and Practicum Experience	0
	12

BACHELOR OF MUSIC THERAPY COMMON CURRICULUM REQUIREMENTS

All students in this degree program must fulfill the following 24 credit hours:

A. Philosophy (6 cr. hrs.)
1. Introduction to Philosophy (PHIL 122)
2. One other course

B. Religious Studies (6 cr. hrs.)
1. Introduction to Religious Studies (RELS 122)
2. One other course.

C. Humanities/Arts (9 cr. hrs.) Incoming freshmen whose verbal ACT or SAT score is equal to or better than the 80th national percentile AND who confirm these skills on the English placement exam receive advanced placement credit for Composition Skills 122 (COMP 122). Those who do not receive this acvanced placement credit are required to take COMP 122.
1. The Emerging Self (LIT 125)
2. Two other courses (literature, drama, visual arts, classical humanities, modern foreign languages, philosophy, or religious studies).

BACHELOR OF MUSIC THERAPY[1]

Freshman (36 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	2	2
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 414-415	Guitar Concepts I-II	1	1
MUGN 0404 — 308	Recreational Music		2
MUTY 0402 — 116	Music Therapy I		4
MUTY 0402 117 —	Field Studies I	1	
MUPR 0405 117 117	Major Ensemble	1	1
PSYC 0236 100 —	Introduction to Psychology	3	
Common Curriculum		3	3
		17	19

Sophomore (38 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202 —	Music Theory III	4	
MUPR 0405 112 112	Applied Study: Individual	2	2
MUPR 0405 214 —	Piano Class III	2	
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUTY 0402 — 216	Music Therapy II		4
MUTY 0402 — 217	Field Studies II		1
MU 04	Music Elective		3
MUPR 0405 117 117	Major Ensemble	1	1
PSYC 0236 200 —	Introduction to Research	3	
PSYC 0236 — 205	Statistics and Methods		3
Common Curriculum		3	3
		18	20

Junior (38 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403	Theory Elective	2	
MUPR 0405 308 —	Essentials of Conducting	2	
MU 04	Music Electives		4
MUTY 0402 316 —	Music Therapy III	4	
MUTY 0402 — 317	Field Studies III		1
MUPR 0405 117 117	Major Ensemble	1	1
BIOL 0201 105 —	Biology: Health Related Topics	4	
BIOL 0201 — 210	Anatomy, Physiology, Kineseology		4
PSYC 0236 235 —	Abnormal Psychology	3	
Non-Music Elective			3
Common Curriculum		3	6
		19	19

[1]A separate curriculum listing which leads towards both registration in music therapy as well as certification in music education is available upon request.

Senior (24 cr. hrs.)		F	S
MUPR 0405 113 —	Recital Hour	0	
MUPR 0405	Applied Music Elective	2	
MU 04	Music Elective	3	
MUPR 0405 114 —	Class Voice	2	
MUTY 0402 416 —	Music Therapy IV	4	
MUTY 0402 417 —	Field Studies IV	1	
MUTY 0402 — 418	Music Therapy V		5
MUPR 0405 117 —	Major Ensemble	1	
EDEL 0208 210 —	Psychology of the Exceptional Child	3	
Common Curriculum		3	
		19	5

TOTAL: 136 cr. hrs.

SECONDARY CONCENTRATION IN MUSIC

MUTH 102	Theory I **Prerequisite:** Elements of Music Theory (MUTH 100) or equivalent knowledge.	4 cr. hrs.
MUTH 103	Theory II	4 cr. hrs.
MUHL 104	Introduction to Music Literature I	1 cr. hr.
MUHL 105	Introduction to Music Literature II	1 cr. hr.
MUPR 112	Applied Study: Individual (Instrument or Voice) **Prerequisite:** Freshman level competency	2 cr. hrs.
MUPR 112	Applied Study: Individual (Instrument or Voice)	2 cr. hrs.
MUPR 117	Major Ensemble (Instrumental or Choral)	1 cr. hr.
MUPR 117	Major Ensemble (Instrumental or Choral)	1 cr. hr.
MUPR 114	Applied Study: Class I (Piano, Voice or Guitar)	2 cr. hrs.
MUPR 114	Applied Study: Class II (Piano, Voice or Guitar)	2 cr. hrs.
Music Electives[1] from		7 cr. hrs.
MUHL	Music History/Literature	
MUJZ	Jazz Studies	
MUPR	Ensembles Only	
MUTH	Music Theory	

TOTAL: 27 cr. hrs.

[1]Neither Elements of Music Theory (MUTH 100) nor pre-freshman level applied study (MUPR 012) may be counted in the total requirements of this program. Private Applied Study (MUPR 112) in addition to the required two semesters may be taken as an elective with the approval of both the studio teacher and the dean of the College of Music.

SUMMER SESSIONS

Director: A. Robert Maurice, Ed.M. *Office:* 537 Monroe Hall

The summer sessions of Loyola offer to students from the Greater New Orleans area and across the country the opportunity to do significant academic work in a compressed time period. Loyola offers summer instruction in many areas: the Colleges of Arts and Sciences, Business Administration, and Music; City College; in graduate studies, and in law. The courses offered are, in most instances, standard offerings which will transfer to other colleges and universities. Some relate directly to the curriculum patterns of Loyola and their requirements. In all cases, the offerings are designed to make available to students the chance to work toward completion of a degree program in a shorter time. Special summer programs in communications, drama, and international studies are offered.

Two five week terms are offered. A summer session bulletin detailing the courses offered and their times is published in March. Contact the Register's Office for a copy.

ADMISSION

All Loyola students, any student in good standing at another university, and all entering freshmen are eligible to attend the summer sessions. High school juniors who are accepted in the Early Scholars Program (see page 26) may register for selected summer session courses. Undergraduate students not currently enrolled at Loyola should write directly to the Director of Admissions for applications and information. Students who are interested in law school should write to the assistant dean for admissions of the law school.

REGULATIONS

All the general rules of the university apply, as described in this bulletin, with the following exception: a student may schedule no more than six hours a session (or seven, if one course is a laboratory science course) without the written permission of his or her dean, and only then if the student has a cumulative average of 3.0 or better. Loyola students are reminded that they may do summer work elsewhere only if they are in good standing and have the written permission of their advisor and their dean.

HOUSING

Campus housing is available during the summer. For further information refer to the chapter titled *Student Life.*

SPECIAL PROGRAMS

Director: Fredrick J. Dobney, Ph.D. *Office:* 537 Monroe Hall

Loyola University offers courses for specific audiences. All of these extension courses are approved for academic credit by the university.

ADMISSIONS

Admission to one of these courses represents admission for the particular course and not to the university. Students not admitted to the university who are enrolling in such courses are classified as transient students, as admission credentials are not required. As a result of this limited admission and the extension facet of the courses, students are not eligible for veterans benefits or certain other kinds of financial assistance. In addition, students excluded from a university will not receive credit. For all other students, these courses carry academic credit. Upon formal admission to the university, course work taken under special programs is subject to evaluation in terms of applicability to a degree.

REGISTRATION

Students are registered for courses offered through special programs at the first class meeting. If tuition is charged, full payment is required at that time. VISA and Mastercard accepted. There are no drops or adds, and no refunds are available. The instructor awards A, B+, B, C+, C, D+, D, F, WP or WF grades.

COURSES

All courses offered by the university may be offered through Special Programs. Instructors may be either full or part time members of the faculty of the university. Courses applicable for the Louisiana Professional Improvement Program are listed in another bulletin available from the Office of Special Programs.

ACADEMIC PROGRAMS

UNIVERSITY HONORS PROGRAM

The university honors program provides outstanding students with a challenging and integrated academic program of liberal arts studies which is taken in place of the university's Common Curriculum. Enrichment activities beyond the classroom and an expectation of community service are also components of this holistic educational experience.

Students with superior high school records are selected in cooperation with the admissions office to enter the honors program as Presidential Scholars. All recipients of Presidential Scholarships, regardless of area of concentration, are required to participate in all honors courses and activities. They must also maintain a minimal grade point average and make normal progress toward graduation to retain their scholarships.

Program Description

Year	Course No.	Course	Cr. Hrs.
Freshman	HIST 0222 233	HNRS World Civ I to 1650	3
	HIST 0222 234	HNRS World Civ II to Present	3
	LIT 0218 233	HNRS LIT I: Classical Epic	3
	LIT 0218 234	HNRS LIT II: Modern Epic Tradition	3
Sophomore	PHIL 0233 233	HNRS PHIL I: Ethics	3
	PHIL 0233 234	HNRS PHIL II: Metaphysics	3
	RELS 0238 233	HNRS RELS I: World Religions	3
	RELS 0238 234	HNRS RELS II: Scriptural Theology	3
Junior	PHIL 0233 235	HNRS PHIL III: Knowledge	3
	PHIL 0233 236	HNRS PHIL IV: Major Philosopher	3
	RELS 0238 235	HNRS RELS III: Christian Culture	3
Senior	*HNRS 0204 433	HNRS: The Physical World	3
	*HNRS 0204 434	The Social World	3
	*HNRS 0204 435	The Future	3
	*HNRS 0204 499	Independent Studies	3
	VISA 0241 233	HNRS: Art	3

JUNIOR YEAR IN ROME

Loyola University, Chicago, inaugurated the Rome Center of Liberal Arts for undergraduates in February, 1962. All classes are conducted in English.

Students from Loyola, New Orleans, may attend the Rome Center provided Loyola of Chicago accepts their application for admission.

Courses taken at the Rome Center will be accepted as *transfer credit* by Loyola, New Orleans, provided permission of the chairperson and dean at Loyola, New Orleans, is obtained prior to enrollment in the courses.

Further information may be obtained in the Arts and Sciences Dean's Office.

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*Starred courses constitute 12 hour collegiate component. Model given is for Arts and Science. Other colleges may substitute specific college courses. Consult advisor.

MILITARY SCIENCE

Chairman and Professor: Lieutenant Colonel Arthur N. Zieske
Office: Otis Hall, Bldg. 390
Associate Professors: Major Larry L. Bock, Major Jerry W. Fisher, Captain Charles H. Council
Instructor: Sergeant Major Clarence B. White

The Department of Military Science is operated and maintained by the Department of the Army as a program of Loyola University in facilities furnished by the university. It functions as a part of the New Orleans Area Army ROTC Instructor Group which is headquartered at Loyola. Army ROTC offers four year and two year programs. The four year program is divided into a basic course for freshmen and sophomores and an advanced course for juniors and seniors. The two year program is designed for qualified veterans, students with previous JROTC training, junior and community college graduates or students at four year colleges who were unable to take Army ROTC during their first two years of college. Applicants for the two year program must either successfully complete six weeks of leadership instruction at a basic camp prior to formal enrollment in the advanced course or have received placement credit. For both programs, six weeks of leadership instruction is given at an advanced camp between the junior and senior years. Selected outstanding students may be designated Distinguished Military Graduates and be offered Regular Army Commissions. All ROTC graduates not receiving Regular Army Commissions may compete for active duty or serve with the Army Reserve or National Guard.

The military science course work consists of 21 or 22 credit hours. The maximum amount of credit in military science courses accepted toward a bachelor's degree at Loyola is 15 hours. The number of credits applicable to the degree is largely determined by the requirements of the degree program the student is pursuing, since the various degree programs allow varying amounts of elective work.

Students interested in the full Military Science Program should consult the Department of Military Science for details concerning specific additional academic requirements in non-military science areas.

GENERAL REQUIREMENTS

Enrollment in the basic course is voluntary and does not obligate the student to the Army in any way. Admittance to the advanced course is competitive and is contingent upon a qualifying written and physical examination given free of charge. Students enrolling in the advanced course sign a contract agreeing to continue in the program until completion.

BASIC COURSE

Instruction is in common subjects applicable to the Army as a whole, to include leadership and management training, with the objective of qualifying the student for the advanced course. Required curricula follow.

Freshmen			**F**	**S**
MILS	0226 100	Leadership Fundamentals	2	0
MILS	0226 101	Leadership Techniques	0	2
MILS	0226 103	(2d Sem Only) Intro to Mil Lead	0	(3)
MILS	0226 320	Leadership Lab	0	0
			2	2
				4

Sophomore			**F**	**S**
MILS	0226 200	Applied Leadership	3	0
MILS	0226 201	Advanced Leadership	0	3
MILS	0226 320-320	Leadership Lab	0	0
			3	3
				6

ADVANCED COURSE

Instruction is geared toward preparing the student for commissioning as an officer in the United States Army. Students desiring to enter the advanced course must consult with a military science department faculty advisor prior to registering for the course. Required curricula follow:

Junior			**F**	**S**
MILS	0226 300-301	Basic Tactics & Advanced Lead II	3	3
MILS	0226 320-320	Leadership Lab	0	0
			3	3
				6

Senior			**F**	**S**
MILS	0226 401*	U.S. Military History	3	0
MILS	0226 320	Leadership Lab	0	0
MILS	0226 310*	Leadership Seminar	0	3
			3	3
				6

TOTAL: 22 cr. hrs.

*These courses are being revised in content to comply with recent changes in U.S. Army requirements.

UPWARD BOUND PROJECT

Upward Bound helps high school students from low-income families who are potentially first generation college students develop the skills and motivation necessary for success in college. Students are generally admitted after completion of the tenth grade. The project staff selects students on the recommendations of teachers, counselors, social service agencies, and others who are well acquainted with them. Upward Bound does not seek the "A" student who will go to college in any case. Rather, it seeks to help apathetic, possibly hostile youths with academic potential who have not had the preparation, motivation, or opportunity to realize or demonstrate their talents.

The on-campus summer program consists of a six-week session which normally emphasizes reading, writing, and other basic communication skills. There are courses in arts and sciences, field trips, and cultural events. Upward Bounders are provided two tuition free college courses for credit toward a college degree the summer following their graduation from high school. Upward Bounders talk with artists, performers, attend movies, concerts and write about their experiences in an attempt to broaden their horizons and gain perspective and understanding.

During the academic year, students are in contact with Upward Bound teachers, counselors, or tutors through meetings, classes, home visits, counseling sessions, or tutorials. The program's successful impact results from individual instruction and counseling, small classes, teachers who care and can communicate, college students who live with Upward Bounders during the summer, and intensive student and parent participation.

While Upward Bound generally stops at the college gate, project staff try to ease the entry of Upward Bound students into college life. They work with college admissions officers, financial aid personnel, and others to provide individualized services for Upward Bounders.

Students who feel they may qualify for Upward Bound should contact their high school counselor or contact the Upward Bound project director at Loyola.

CENTER FOR JESUIT ACADEMIC FORMATION

Director: Rev. Stephen C. Rowntree, S.J. *Office:* 435 Bobet Hall
Professor: Rev. S. Youree Watson, S.J.
Associate Professor: Rev. John R. Stacer, S.J.

The Center for Jesuit Academic Formation is an integral part of the College of Arts and Sciences. It exists to provide special faculty and undergraduate courses for the academic program designed for Jesuit seminarians in preparation for the priesthood. The center consists of a director and faculty members, who may or may not be also full- or part-time members of regular departments of the university, as well as a student body of Jesuit seminarians. Most of the courses offered by the center are open to a restricted number of non-Jesuit students, whether seminarians or not, who satisfy the prerequisites.

ACADEMIC HONORARY ORGANIZATIONS

The following Loyola chapters of national academic honorary organizations were officially recognized by the university during the 1985-86 academic year.
Alpha Sigma Hambda, Delta Nu Chapter, a National Honor Society for Students in Adult Higher Education
Alpha Sigma Nu, a National Jesuit Honor Society
Beta Alpha Psi, a National Accounting Fraternity
Beta Beta Beta, a National Honor Society in Biology
Beta Gamma Sigma, a National Honor Society in Business Administration
Blue Key, a National Honor Society
Cardinal Key, a National Honor Society
Dobro Slovo, a National Slavic Honor Society
Kappa Delta Pi, an Honor Society in Education
Phi Alpha Theta, an International History Honor Society
Psi Chi, a National Honor Society in Psychology

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MILS	0226 320	Leadership Lab	0	0
			2	2
				4

Sophomore			F	S
MILS	0226 200	Applied Leadership	3	0
MILS	0226 201	Advanced Leadership	0	3
MILS	0226 320-320	Leadership Lab	0	0
			3	3
				6

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Instruction is geared toward preparing the student for commissioning as an officer in the United States Army. Students desiring to enter the advanced course must consult with a military science department faculty advisor prior to registering for the course. Required curricula follow:

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MILS	0226 300-301	Basic Tactics & Advanced Lead II	3	3
MILS	0226 320-320	Leadership Lab	0	0
			3	3
				6

Senior			F	S
MILS	0226 401*	U.S. Military History	3	0
MILS	0226 320	Leadership Lab	0	0
MILS	0226 310*	Leadership Seminar	0	3
			3	3
				6

TOTAL: 22 cr. hrs.

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ALLOWANCES

Students in the advanced course receive a subsistence allowance of $100 per month for up to ten months of each school year and approximately $600 for the summer camp training period. All textbooks and required subject materials are issued free to the student.

SCHOLARSHIPS

The Army offers two, three and four year scholarships to qualified students on a competitive basis. Each of these scholarships provide for tuition, textbooks, fees and other purely academic expenses, in addition to the $100 per month subsistence allowance. Application for the four year scholarship must be made by high school students before December 1 of their senior year. Applications for the two or three year scholarships are made to the professor of Military Science at Loyola University during the student's freshman or sophomore year, respectively. Loyola University grants an additional $600 per semester to four year Army ROTC scholarship recipients and $400 per semester to three and two year Army ROTC scholarship recipients. This stipend may be accepted either in cash or, at the student's choice, be deducted from room and board expenses.

SPECIAL PROGRAMS

The Pershing Rifles, Association of the United States Army, Color Guard, Scabbard and Blade Honor Society, Marksmanship Team and Ranger Detachment are open to interested and qualified military science students. At least two "adventure training" exercises are conducted each year plus other off-campus activities.

SERVICE OBLIGATION

Upon commissioning as a second lieutenant, the officer may request to enter active duty for a period of three years or to fulfill the required obligation in either the National Guard or the U.S. Army Reserve. Scholarship cadets are required to serve two to four years on active duty, or in a National Guard or Army Reserve unit for up to eight years. The officer may request that the active duty obligation be deferred while pursuing post graduate education.

ACADEMIC FACILITIES

UNIVERSITY LIBRARY

The university library serves students and faculty by providing supplemental reading and research materials for course work, music listening facilities, recreational reading, and audio-visual materials and equipment for individual and classroom use.

Facilities and Resources

The Loyola library consists of the main library and specialized libraries in music and audio-visual materials. Holdings include more than 317,620 volumes, 1,631 periodical and journal subscriptions, 112,170 microform units, 41,995 state and federal government documents, and 1,193 media titles.

Noteworthy among the special collections are the rare holdings of Spanish and French colonial archival documents on microfilm. Other special holdings include the 20,000 volume Library of American Civilization, containing books, periodicals and documents prior to 1914; the 3,000 volume Library of English Literature, with materials from the beginning to 1660; and extensive holdings in Jesuitica.

The main library collections are organized according to the Library of Congress classification system, and the stacks are open to all users. Separate study and research areas include the reference room, the browsing lounge and the periodicals reading room.

Services

Professional librarians are available to consult individually with students and faculty on use of library resources and planning research papers. In addition, the reference department provides special orientation and bibliographic instruction sessions throughout the year. The library publishes a number of guides to the use of the library for both students and faculty, as well as subject bibliographies in selected areas. A colorful graphic sign and directory system has been developed to aid in locating areas of the library.

Throughout the year the library arranges educational and art exhibits for display; in addition, a collection of framed art prints is available for rental at a nominal fee by students and faculty for use in dormitory rooms, or at home.

The media center makes available for classroom use and for individual study audio and visual learning materials and their playback and viewing equipment. Materials available include video tapes, films, filmstrips, slides, sound tapes, records, and other forms.

Extended Resources

Faculty, graduate students, and, in some cases, undergraduate students at New Orleans area colleges and universities enjoy reciprocal borrowing privileges at most of the area's academic libraries. The library's interlibrary loan service is able to obtain books and periodical articles not available at the university library from out-of-town and out-of-state libraries. Membership in the Southeastern Library Network provides bibliographic and location information for borrowing from libraries nationwide through a computer terminal located in the library. On-line searching of computerized databases in a wide variety of subjects is also available in the library for a small fee. These databases include journal and report literature not generally available through print indexes and reference works. Consultation and searching are available through the reference department.

COMPUTER SYSTEMS

Academic Computing provides computer services and support for instruction and research activities on campus. This service is available to all authorized students and faculty on an open shop basis. Computer terminals are located in Monroe Hall and at other locations around campus. In addition, the Mathematical Sciences Department has a number of micro computers available for use by computer science majors.

The Computer Center provides a full range of computer support to the administration of the university. This includes modern up-to-date systems for admissions, finance, registration and other areas for the day-to-day operations of the university.

INSTITUTE OF POLITICS

The Institute of Politics, an independent foundation that is housed on the Loyola campus, trains community leaders in practical politics. Its program is geared to the development of new political leadership in the area. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night, participants represent a broad cross section of the metro area, geographically and professionally. Approximately 25 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, and political polling. Speakers represent local, state, and national levels of politics.

INSTITUTE OF HUMAN RELATIONS

The Institute of Human Relations is a bridge between Loyola and its city, state, and region. Through its Urban Partners Program, the Institute seeks to match the creativity and talent of the members of the Loyola family with the needs and aspirations of people in the larger community. The Institute has a board of directors representing many sectors of the university and the larger community, and provides planning, surpervisory and evaluation assistance to programs which reflect the university/community partnership.

The Institute publishes the BLUEPRINT, a social action newsletter which is published ten times a year and is received by some 6000 persons worldwide. The Institute also conducts seminars on a wide variety of issues concerning social and economic justice and emphasizes the ethical and theological foundations of the quest for justice and peace.

The Institute conducts the Labor Studies Program, to provide present and future labor leaders with the knowledge and skills that will enable them to better represent the interests of working people in the Southern Louisiana area. This program consists of four-week evening seminars leading to certificates of completion on three levels, depending on whether four, eight, or twelve courses are taken.

The Institute also sponsors the New Orleans chapter of Bread for the World, a national Christian citizens organization which seeks policies to solve world hunger problems.

If you have ideas we can help you pursue or if we can be of assistance in any way, please contact the Rev. George Lundy, S.J., director, at 865-3436.

UNDERGRADUATE COURSES

COURSE NUMBER SYSTEM

Each course is assigned a number for identification purposes. A four-digit prefix identifies the college and the subject area. The prefix is followed by a three digit number that identifies the particular course. This number is coded to give the level of the course. The following table gives that breakdown.

College Codes

02	Arts and Sciences
03	Business Administration
04	Music
05	City College
15	Special Programs (Any course may be offered with special permission through Special Programs. These courses carry academic credit.)

COURSE NUMBERING SEQUENCE

Number	Level of Instruction
001-099	Pre-College Level or Remedial Courses
100-199	Introductory Courses
120-129	Introductory Common Curriculum Courses in the College of Arts & Sciences
130-199	Advanced Common Curriculum Courses in the College of Arts & Sciences
200-299	Introductory and Intermediate Courses
300-399	Intermediate and Advanced Courses
400-499	Advanced Courses
700-799	Introductory Graduate Courses
800-899	Advanced Graduate Courses

ACCOUNTING

ACCT 0301

ACCT 100 **Principles of Accounting I** **3 crs.**
The fundamental concepts and procedures of accounting are studied with emphasis both on rationale and technique. The elements of accounting, financial statement presentation, and the accounting cycle are presented for the transactions of a merchandising firm. Specific study also covers cash control and the payroll system, interest and short-term financing.

ACCT 101 **Principles of Accounting II** **3 crs.**
The uses of accounting data are described and illustrated with emphasis on the accounting for receivables, inventories, property, plant and equipment, investments, the statement of changes in financial position, price-level accounting and the analysis and interpretation of financial statements.
Prerequisite: ACCT 100

ACCT 200 **Managerial Accounting** **3 crs.**
A one semester course for students in a program of study other than accounting. The student is introduced to the uses of accounting data in the planning and control functions of management. Coordination of operating and capital budgets is among the concepts of management which are covered. Credit not allowed to students concentrating in accounting.
Prerequisite: ACCT 101

ACCT 205 **Intermediate Accounting I** **3 crs.**
Introduction to accounting theory underlying financial statements. Emphasis on study of accounting principles relating to the presentation of cash, receivables, and current liabilities, the investment in productive resources inventories, plant and equipment, and natural resources.
Prerequisite: ACCT 101

ACCT 206 **Intermediate Accounting II** **3 crs.**
Continuation of accounting 205 with emphasis on reporting by corporations. Topics include capital stock, retained earnings and dividends, long-term liabilities, intangible assets, allocation of income taxes, long-term investment in corporate securities. Also included are: analysis and interpretation of accounting data, funds flow and ratio analysis.
Prerequisite: ACCT 205

ACCT 210 **Accounting for Public Administration** **3 crs.**
Principles of fund accounting, financial reporting, and budgetary control in nonprofit organizations are covered. The use of accounting data for decision-making in the public sector is studied.
Prerequisite: ACCT 101

ACCT 300 **Federal Tax Accounting I** **3 crs.**
Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include personal deductions, tax credits, capital gain and loss provisions, and accounting methods.
Prerequisite: ACCT 101, junior standing.

ACCT 301 **Federal Tax Accounting II**
Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. Partnership taxation and income taxation of estates and trusts are also covered.
Prerequisite: ACCT 101, junior standing.

ACCT 305 **International Accounting** **3 crs.**
This course will cover various problems that arise in accounting for business involved in international trade. Topics include valuation of assets and income determination under a system of flexible exchange rates and tax liabilities arising from foreign operations.
Prerequisite: ACCT 200 or 205, junior standing.

ACCT 400 **Advanced Accounting I** **3 crs.**
Accounting principles for special sales arrangements, parent and subsidiary companies, and foreign subsidiaries and branches; organizing and solving complex problems in these areas.
Prerequisite: ACCT 206, junior standing.

ACCT 401 **Advanced Accounting II** **3 crs.**
Application of accounting principles of governmental units and nonprofit institutions with emphasis on budgetary control, the operation of funds, and financial reporting. Topics also include partnerships, reorganizations, estates and trusts.
Prerequisite: ACCT 206, junior standing.

ACCT 403 **Auditing Principles** **3 crs.**
Philosophy, concepts and techniques used by independent auditors. Professional ethics and legal relationships, study and evaluation of internal control, audit program applications, statistical sampling and EDP auditing.
Prerequisite: ACCT 206, junior standing.

ACCT 406 **EDP Auditing** **3 crs.**
This course addresses the problems and solutions of the independent auditor in evaluating internal controls associated with computerized accounting systems and the auditing of financial statements, emanating from such systems. Topics include computer concepts and terminology and assessing EDP systems.
Prerequisite: ACCT 403, junior standing.

ACCT 410 **Cost Accounting I** **3 crs.**
The course emphasizes uses of basic cost accounting theories and concepts of factory cost finding under job order process and standard cost systems. It studies control and analysis of materials, labor, and factory overhead and introduces a system of assembling data for prompt transmittal and remedial action needed to serve management.
Prerequisites: ACCT 206, junior standing.

ACCT 411 **Cost Accounting II** **3 crs.**
Cost accounting from the viewpoint of the managerial recipient of internal accounting information. Accounting data used for the processing and reporting of a firm's historical and projected microeconomic data assist management in planning future policies and operation, in making decisions and in analyzing the cost and profits.
Prerequisite: ACCT 410, junior standing.

ACCT 415 **Accounting Information Systems** **3 crs.**
The major emphasis is directed toward the problems of integrating automatic data processing and accounting information systems. Problems inherent in the development of systems are also covered.
Prerequisites: ACCT 206, and COSC 110, junior standing.

ACCT 420 **Accounting Theory** **3 crs.**
Study of the history and development of accounting principles with special emphasis on the authoritative pronouncements.
Prerequisite: ACCT 206, junior standing.

ACCT 493 **Special Topics in Accounting** **3 crs.**
May be taken only once for credit toward a concentration in accounting. Prerequisite: Senior standing.

ACCT 497 **Accounting Internship** **3 crs.**
See description in College of Business Administration section.

ACCT 499 **Individual Studies in Accounting** **3 crs.**
See description in College of Business Administration section.

BIOLOGY

BIOL 0201 and BIOL 0501

College of Arts and Sciences

BIOL 105 **Biology: Allied Health** **4 crs.**
This lecture and laboratory course is especially designed for students in music therapy and other allied health disciplines. It will cover topics in general biology of importance for all educated people as well as topics directly related to the health field. Three lectures and one laboratory period.

BIOL 110 **General Biology I** **4 crs.**
Study of the fundamental properties of living things, their structure, functions, classifications, life histories, and evolution. This course is required for all pre-medical, pre-dental and pre-pharmacy students and biology students. Two lectures and two labs.

BIOL 111 **General Biology II** **4 crs.**
Same description as BIOL 110.
Prerequisite: BIOL 110

BIOL 118 **Tropical Ecology** **3 crs.**
Two weeks in the field in Belize and Guatemala studying the plants and animals in several different ecological zones: coral reefs, pine savannah, rain forest, mangrove swamps. A paper on the ecology of the area will be written after returning from the expedition.

BIOL 122 **Cultural Biology** **3 crs.**
Common Curriculum: Introductory
Range of subject matter: Survey of plant and animal taxonomic groups; survey of major organ and other structural systems in man; introduction to principles of genetics, ecology, and evolution.

BIOL 123 **Cultural Biology Lab** **1 cr.**
Common Curriculum: Introductory
For education students.

BIOL 130 **Human Ecology** **3 crs.**
Common Curriculum: Natural Sciences Modern
Basic concepts of ecology, including nature of ecosystem, energy flow, biogeochemical cycles, and characteristics of populations and communities of organisms. Emphasize rôle of man in ecosphere, especially human population problems, food production, and pollution problems.

BIOL 132 **Impact Biology Society** **3 crs.**
Common Curriculum: Natural Sciences Modern
Examines moral problems biology brings to society — e.g., abortion, "test-tube" babies, mouse with four parents, mouse-human cell hybrids, artificial life support for terminally ill, dangers and promise of recombinant DNA, building of artificial genes and cloning. Effects of these areas on our lives will be considered.

BIOL 134 **History of Biology** **3 crs.**
Common Curriculum: Natural Sciences Modern
Course is designed to provide non-science students with an appreciation of key biological ideas and concepts which have aided an evolution of biological sciences. These concepts span time from ancient Greece to modern times. Students will view the biological sciences as they relate to each other and to other scientific disciplines.

BIOL 136 **Evolution** **3 crs.**
Common Curriculum: Natural Sciences Modern
The issues relating to the changes in life forms during the history of life on earth are examined. Concepts are illustrated using examples from living systems and the fossil record. Human evolution is also considered. Designed for non-biology students.

BIOL 138 **Genetics in Society** **3 crs.**
Common Curriculum: Natural Sciences Modern
The basis of heredity and reproduction with primary focus on human aspects. Recent genetic research and its application to medicine, industry, and agriculture. Social and ethical considerations of current genetic research and practices.

BIOL 200 **Comparative Anatomy of the Vertebrates** **4 crs.**
Through lectures, demonstrations and dissections vertebrate structure is analyzed in terms of phylogeny and function. Two lectures and two labs.
Prerequisite: BIOL 110-111

BIOL 205 **Embryology** **4 crs.**
Events and mechanisms of developmental genetics, gamete formation, fertilization, morphogenesis and organogenesis in selected vertebrates and invertebrates. Emphasis in the laboratory is on serial sections of the chick and pig. Two lectures and two labs.
Prerequisite: BIOL 110-111

BIOL 210 **Anatomy, Physiology, Kinesiology I** **3 crs.**
A lecture demonstration course for practical knowledge of these basic sciences. Required for nurses and other allied health students. Not open to pre-dental students.
Prerequisite: BIOL 105 or 110

BIOL 211 **Anatomy, Physiology, Kinesiology II** **3 crs.**
Same description as BIOL 210.
Prerequisite: BIOL 210

BIOL 212 **Introduction to Microbiology** **4 crs.**
A study of bacteriological techniques, the classification, and properties of important nonpathogenic and pathogenic bacteria, molds and viruses. The principles of immunity and serology are briefly treated. Two lectures and two labs.
Prerequisite: BIOL 105

BIOL 220 **Mammalian Anatomy** **4 crs.**
A lecture and laboratory study presented as a basis for the understanding of human anatomy. Detailed dissection of the cat and anatomical studies of other vertebrates are included.
Prerequisite: Two semesters of biology.

BIOL 230 **Plant Anatomy** **4 crs.**
A consideration of the structure and development of seed plants (primarily angiosperms). Reference will be made to the relationships of anatomy, developmental patterns and the physiology of the organism.
Prerequisite: General Botany

BIOL 300 **Microbiology** **4 crs.**
Bacteriological technique, the classification and study of the properties of important nonpathogenic and pathogenic bacteria. The principles of immunity, serology, and virology are also considered. Two lectures and two labs.
Prerequisites: Gen. Biology, two years of Chemistry including Organic Chemistry

BIOL 305 **Histology** **4 crs.**
The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two labs.
Prerequisite: BIOL 200

BIOL 310 **General Physiology** **4 crs.**
An introductory study of physio-chemical processes in cells, tissues, and organs. Two lectures and one lab.
Prerequisites: BIOL 200 and Organic Chemistry

BIOL 315 **Animal Microtechnique** **4 crs.**
The principles and methods of preparing animal material for microscopical study are covered. The student is given practice in fixing, embedding, sectioning, staining, and mounting tissues; the preparation of whole mounts. Two lectures and two labs.
Prerequisite: BIOL 200

BIOL 320 **Entomology** **4 crs.**
The taxonomy, life histories, and habitats of the insects common to South Louisiana.
Prerequisite: BIOL 110-111

BIOL 325 **Plant Physiology** **4 crs.**
Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities.
Prerequisites: General Botany and Organic Chemistry

BIOL 330 **Introduction to Bioecology** **4 crs.**
Basic ecological principles and concepts are considered including the nature of the ecosystem, energy flow, biogeochemical cycles, and the ecology of populations and communities. Two lectures and 4-5 hrs. of lab or field work.
Prerequisite: One year of college Biology

BIOL 335 **Basic Nutrition** **3 crs.**
This course embraces the fundamentals of nutrition, i.e., the nature of nutrients, the general composition of animal tissues, the metabolic pathways for carbohydrates, lipids and protein, the role of vitamins, the essential macroelements and trace elements, food requirements at different ages, and body energy needs.
Prerequisites: General Biology and General Chemistry

BIOL 340 **Introduction to Field Zoology** **4 crs.**
The taxonomy, life histories, and general ecological relationships of the common animals of South Louisiana comprise the subject matter of this course. Two lectures and 4-5 hrs. of laboratory or field work.
Prerequisite: One year of college Biology

BIOL 350 **Genetics** **3 crs.**
A presentation of cell structure with emphasis on chromosomes. The relationships between classical and contemporary genetics and cellular biology will be considered.
Prerequisite: General Biology

BIOL 360 **History and Philosophy of Biology I** **1 cr.**
Discussion of the historical development and philosophical implications of biology.
Prerequisite: Permission of the Instructor.

BIOL 361 **History and Philosophy of Biology II** **1 cr.**
Same description as BIOL 360.

BIOL 410 **Introduction to Radiation Science** **3 crs.**
A survey of the nature of ionizing radiations in biological systems designed to acquaint the beginners with theory and methods of use of radiation as a research tool. Geiger counter techniques, absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics in lecture and lab.
Prerequisite: Permission of instructor

BIOL 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

BIOL 496 **Seminar** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic.

BIOL 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

BIOL 499 **Independent Study** **arr.**

City College

BIOL 210 **Anatomy, Physiology, Kinesiology I** **3 crs.**
A lecture demonstration course for practical knowledge of these basic sciences. Required for nursing students.
Prerequisite: General Biology

BIOL 211 **Anatomy, Physiology, Kinesiology II**
A lecture demonstration course for practical knowledge of these basic sciences. Required for nursing students. A continuation of BIOL 210.
Prerequisite: BIOL 210

BIOL 260 **Heredity and Society** **3 crs.**
Addresses present and future decisions influenced by rapid advances in the science of genetics. Common good versus individual good will be explored in the context of conflicting values.

BIOL 270 **Biology for Today** **3 crs.**
A lecture demonstration course designed to acquaint students whose area of concentration is not biology with current trends in the biological sciences.

BIOL 335 **Basic Nutrition** **3 crs.**
This course embraces the fundamentals of nutrition: i.e., the nature of nutrients; the general composition of animal tissues; the metabolic pathways for carbohydrates, lipids and protein; the role of vitamins; the essential macroelements and trace elements; food requirements at different ages; and body energy needs.
Prerequisites: General Biology and General Chemistry, or permission of instructor.

BIOL 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

CHEMISTRY

CHEM 0202 and CHEM 0502

College of Arts and Sciences

CHEM 100 **Chemistry for Non Science Students** **4 crs.**
A lecture-demonstration course in the essentials of chemistry primarily but not exclusively for education students. This course does not serve as a prerequisite for any other chemistry course. Three lectures per week

CHEM 105 **General Chemistry I Lecture** **3 crs.**
A basic course in the fundamental principles of General Chemistry. Intended for students concentrating in science whose high school background, as shown by the chemistry achievement test in the college entrance board, indicates the need of a full year course in freshman chemistry.
Corequisite: MATH 257

CHEM 106 **General Chemistry II Lecture** **3 crs.**
Same description as CHEM 0202 105
Corequisite: MATH 258
Prerequisite: CHEM 105

CHEM 107 **General Chemistry I Laboratory** **1 cr.**
Experiments to accompany General Chemistry Lec. One, three-hour laboratory period per week.
Corequisite: Credit or coregistration in CHEM 105.

CHEM 108 **General Chemistry II Laboratory** **1 cr.**
Same description as CHEM 107. Also includes qualitative analysis.
Prerequisite: Credit or coregistration in CHEM 106.

CHEM 110 **General Chemistry I Honors Lecture** **3 crs.**
An intensive course in the fundamental principles of General Chemistry.

CHEM 111 **General Chemistry II Honors Lecture** **3 crs.**
Same description as CHEM 110
Prerequisite: CHEM 110

CHEM 112 **General Chemistry I Honors Laboratory** **1 cr.**
Will concern certain aspects of all areas of chemistry and their impact on modern man. Includes experiments in inorganic, organic, physical, polymer, biological, and analytical chemistry. One three-hour lab per week.
Prerequisite: Credit or coregistration in CHEM 110

CHEM 113 **General Chemistry II Honors Laboratory** **1 cr.**
Same description as CHEM 112.
Prerequisite: Credit or coregistration in CHEM 111

CHEM 122 **Introduction to Chemistry** **3 crs.**
Common Curriculum: Introductory
An introduction to chemistry for non-scientists that they may become concerned, clear thinking citizens. In a complex scientific and technological society, an average person must be able to understand chemistry-related problems, e.g., drugs, medicinals, food, energy, pollution, space exploration, genetic engineering and even life itself.

CHEM 130 **World Food and Nutrition** **3 crs.**
Common Curriculum: Natural Sciences Modern
Brief review of nutritional requirements of man, followed by the historical means by which man satisfied these requirements. This review will serve as a background for intensive discussion of the modern world food situation and possible future solutions.

CHEM 132 **Chemistry in Environment** **3 crs.**
Common Curriculum: Natural Sciences Modern
Introduces the student to factual chemistry and physics so that discussions can be held on such topics as: "Aerosols and the Ozone Layer"; "EPA and Automobile Industry"; "Pesticides, Pelicans and People"; "Energy Production and Pollution"; "Carcinogens in New Orleans Water."

CHEM 200 **Inorganic Quantitative Analysis Lecture** **2 crs.**
Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations, colorimetry and gravimetric methods.
Prerequisites: CHEM 105, 106, 107, 108

CHEM 201 **Inorganic Quantitative Analysis Laboratory** **2 crs.**
Basic techniques of quantitative analysis, including volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodimetry. Two, three-hour laboratory periods per week.
Prerequisite: Credit or coregistration in CHEM 200

CHEM 300 **Organic Chemistry I Lecture** **3 crs.**
An intensive course in organic chemistry covering structural theory, organic reaction mechanisms, stereochemistry, and type reactions of organic compounds.
Prerequisite: CHEM 105-108 or permission of chairperson

CHEM 301 **Organic Chemistry II Lecture** **3 crs.**
Same description as CHEM 300.
Prerequisite: CHEM 300

CHEM 302 **Organic Chemistry Lab I for Chemistry Concentration** **2 crs.**
Laboratory course to accompany CHEM 300-301. Introduction to laboratory techniques of organic chemistry: preparations, separations and identification of organic compounds. Two three-hour laboratory periods per week.
Prerequisite: Credit or coregistration in CHEM 300

CHEM 303 **Organic Chemistry Lab II for Chemistry Concentration** **2 crs.**
Same description as CHEM 302.
Prerequisite: Credit or coregistration in CHEM 301

CHEM 305 **Organic Chemistry Laboratory** **2 crs.**
Laboratory course for non-chemistry sciences students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. Two three-hour laboratory periods per week.
Prerequisite: Credit or coregistration in CHEM 301

CHEM 306 **Physical Chemistry I Lecture** **3 crs.**
General survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, kinetics.
Prerequisite: CHEM 105-108, 200, 201, MATH 257, 258

CHEM 307 **Physical Chemistry II Lecture** **3 crs.**
Wave mechanics, statistical mechanics, atomic and molecular spectra.
Prerequisite: CHEM 105-108, MATH 257, 258, PHYSICS 110, 111

CHEM 308 **Physical Chemistry I Laboratory** **1 cr.**
Lab to accompany CHEM 306. Physico-chemical measurement, molecular weights of gases and dissolved substances, etc.
Prerequisite: Credit or coregistration in CHEM 306

CHEM 309 **Physical Chemistry II Laboratory** **1 cr.**
Same description as CHEM 308.
Prerequisite: Credit or coregistration in CHEM 307

CHEM 310 **Organic Chemistry Laboratory I** **1 cr.**
Laboratory course for nonchemistry science students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One three-hour laboratory four days per week. Summer only.
Prerequisite: Credit or coregistration in CHEM 300

CHEM 311 **Organic Chemistry Laboratory II** **1 cr.**
Laboratory course for nonchemistry science students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry. Simple preparations, separation and identification of organic compounds. One three-hour laboratory four days per week. Summer only.
Prerequisite: Credit or coregistration in CHEM 301

CHEM 400 **Biochemistry I Lecture** **3 crs.**
A detailed study of chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. This course is intended primarily for chemistry students and others interested in methodology and quantitative physicochemical aspects.
Prerequisite: CHEM 300, 301, 306.

CHEM 401 **Biochemistry II Lecture** **3 crs.**
Same description as CHEM 400.
Prerequisite: CHEM 400

CHEM 402 **Biochemistry I Laboratory** **1 cr.**
Selected experiments in conjunction with lecture material in CHEM 400-401. One three-hour laboratory period per week.
Prerequisite: Credit or coregistration in CHEM 400

CHEM 403 **Biochemistry II Laboratory** **1 cr.**
Same description as CHEM 402.
Corequisite: Credit or coregistration in CHEM 401.

CHEM 404 **Survey of Biochemistry I** **2 crs.**
A lecture course with the same subject matter as 400 above but with less detailed treatment of experimental and quantitative aspects. Does not require physical chemistry.
Prerequisite: CHEM 300-301

CHEM 405 **Survey of Biochemistry II** **2 crs.**
Same description as CHEM 404
Prerequisite: CHEM 404

CHEM 410 **Instrumental Analysis Lecture** **2 crs.**
A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, coprecipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, chromatography. Two lectures per week.
Prerequisite: CHEM 200-201 or equivalent.

CHEM 411 **Instrumental Analysis Laboratory** **1 cr.**
Accompanies CHEM 410. One three-hour laboratory period per week.
Prerequisite: CHEM 410

CHEM 420 **Inorganic Chemistry Lecture** **3 crs.**
Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid-base theories and nonaqueous solvents. Three lectures per week.

CHEM 430 **Organic Qualitative Analysis** **3 crs.**
Separation of mixtures and identification of pure compounds. Application of classical and modern methods including G.C. and T.L.C. Interpretation of UV, IR, NMR, and mass spectra. One lecture and six hours laboratory per week.
Prerequisite: CHEM 300, 301, 302, 303, 306

CHEM 440 **Rate Processes in Chemistry** **3 crs.**
A theoretical discussion of time-dependent physico-chemical processes. Kinetic theory and nonequilibrium thermodynamics are used to describe and elucidate chemical reaction rates, diffusion, viscosity and thermal conductivity.
Prerequisite: CHEM 306-307

CHEM 450 **Mechanism and Structure in Organic Chemistry** **3 crs.**
Detailed understanding of how, why and when of organic reactions. Emphasis is on basic structures, reactivity, and mechanisms of organic chemistry.
Prerequisite: CHEM 300-301

CHEM 460 **Chemical Literature** **1 cr.**
Designed to acquaint the chemistry student with the major reference works and journals of chemistry and how to use them efficiently. One lecture per week.

CHEM 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

CHEM 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

CHEM 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

CHEM 498 **Research** **arr.**
Honors program students must register for 1-3 cr. hrs. for each semester starting with second semester sophomore year for a total of ten credit hours. Credit will be prorated on the basis of one cr. hr. for four hours devoted to research.
Prerequisite: Permission of chairperson.

City College

CHEM 105 **General Chemistry I Lecture** **3 crs.**
A basic course in the fundamental principles of general chemistry. Required for nursing students.

CHEM 106 **General Chemistry II Lecture** **3 crs.**
A basic course in the fundamental principles of general chemistry. Required for nursing students. A continuation of CHEM 105.
Prerequisite: CHEM 105

CHEM 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

COMMUNICATIONS

CMMN 0271 and CMMN 0571

College of Arts & Sciences

CMMN 100 **Introduction to Mass Communications (required for concentration in communications)** **3 crs.**
A survey of the various fields of mass communications taught at Loyola and as such, specific preparation for courses taught in the department. Consideration is given to philosophical foundations, historical development, current trends and status, organizational structure and career opportunities.

CMMN 101 **Writing for the Mass Media (required for concentration in communications)** **3 crs.**
The theoretical bases of person-to-person communication and intensive directed practice in writing factual prose.
Prerequisites: COMP 122; CMMN 100

CMMN 130 **Media and Civilization** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
History of communication from oral tradition and stone to papyrus, paper and the printing press, to radio and T.V., satellites and computers. Historical investigation will focus on the relationship between media and institutions, how media influence the way people relate as social beings and interpret and define the world.

CMMN 131 **Screen Power** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Course aims to introduce students to analytical model dealing with the ideological power of screen with respect to its aesthetics, content, and audience appeal. Recent studies argue that film is not ideologically free and that any serious study of film history, aesthetics, or criticism should take this into account. (Also listed as LIT 144)

CMMN 132 **Popular Culture** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
An analysis of how the popular arts (film, radio, television, popular music, newspapers, and popular literature) embody and continue the Western tradition of humanism manifest in works by such authors as Sophocles, Shakespeare, and Dickens (popular artists of their day).

CMMN 133 **Art of the Film** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
This course will consider film both as art and as related to the traditional arts. Weekly screenings of great works by artists like Welles, Hitchcock, Fellini, Bergman, and Renoir will be discussed in class. Viewing, discussions, and readings will give the student an understanding of this most prominent 20th Century art.

CMMN 134 **Media and Consumers** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
This course will acquaint students with those theories and techniques of mass communications which are going to impinge upon them and discuss the problems of communication engineering (i.e., how we can better organize our use of mass media materials in a society overloaded with information).

CMMN 136 **Understanding Media** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Lectures supplemented by audio-visual material on how news is gathered, processed and presented by print and electronic media. Course shows how the process sometimes fails, frequently succeeds and always influences judgments in America.

CMMN 220 **Introduction to Broadcasting and Film** **3 crs.**
A survey study of broadcasting and film.
Prerequisite: CMMN 101

CMMN 250 **Beginning Reporting** **3 crs.**
The basics of news coverage.
Prerequisite: CMMN 101

CMMN 251 **News Editing** **3 crs.**
Creation of newspaper and magazine formats. Copy and headline preparation; social, legal and ethical ramifications of editing.
Prerequisite: CMMN 250

CMMN 260 **Introduction to Graphics** **3 crs.**
A two dimensional design course.

CMMN 310 **Advertising** **3 crs.**
Fundamentals, including the organization and operation of agencies and departments, the psychology of advertising and promotion, copywriting, and layout techniques. Assigned problems and demonstrations.
Prerequisite: CMMN 101

CMMN 311 **Advertising Copywriting** **3 crs.**
A study of the elements involved in writing commercial copy, including concept, visualization, style, and sponsor image.
Prerequisite: CMMN 310

CMMN 312 **Advertising Campaigns** **3 crs.**
Practical application of advertising theories in assigned projects.
Prerequisite: CMMN 311

CMMN 316 **Public Relations** **3 crs.**
Development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques.
Prerequisite CMMN 101

CMMN 320 **Production Theory and Practice** **3 crs.**
Basic theoretical and practical knowledge of audio and video, emphasizing awareness of the processes of production and in each medium.
Prerequisite: CMMN 220

CMMN 321 **Radio-TV Announcing** **3 crs.**
A course combining linguistic study of, and practice in, vocal performance for radio, TV and film. Problems in overcoming regional and cultural accents will be explored.
Prerequisite: CMMN 220

CMMN 322 **TV Production I** **3 crs.**
Basic producing-directing and writing in the production of television. Students complete assignments on video tape.
Prerequisite: CMMN 320

CMMN 323 **TV Production II** **3 crs.**
Students will produce and direct for assignments which may be shown on WLDC news. Projects will be done on film and video tape, in the studio and on location.
Prerequisite: CMMN 322

CMMN 324 **Television Direction** **3 crs.**
Theory and practice of effective television directing. Problems of working with the television performer; dealing with the technical assets and liabilities of the medium; technical direction. Studio situations designed to improve student skills in directing in various program formats.
Prerequisite: CMMN 323

CMMN 325 **Television Performance** **3 crs.**
Theory and practice of effective television communication. Problems of the television performer; adaptations in composition and interpretation that the medium requires of the announcer, newscaster, narrator, or actor. Studio situations designed to aid students in improving performance skills.
Prerequisites: CMMN 320; SPCH 100.

CMMN 327 **Radio Production** **3 crs.**
A basic radio production course, including studio work in all aspects of audio techniques for commercials, drama documentary, and musical production. Participation on WLDC radio will be offered.
Prerequisite: CMMN 320

CMMN 328 **Radio On-Air Laboratory** **1 cr.**
Two hour air shift on WLDC radio scheduled by the station manager and production assignments scheduled by the production manager — critiqued weekly.
Prerequisite: CMMN 327

CMMN 329 **Script Writing** **3 crs.**
A course in writing for film, television and radio. Script formats, visual and aural development, character development, pacing, and action included as part of the writer's craft.
Prerequisites: CMMN 101, permission of instructor.

CMMN 330 **Broadcast News I** **3 crs.**
Basics in news writing for radio and television, including assignments with WLDC-TV and the Radio News Bureau.
Prerequisite: CMMN 250, 322

CMMN 331 **Broadcast News II** **3 crs.**
Reporter-cameraman teams assigned to news and feature video stories.
Prerequisite: CMMN 330

CMMN 332 **TV News Studio** **3 crs.**
The course will focus on the production of local news stories for WLDC-TV. A full length news show is aired at least once a week and each student will produce the entire program or individual segments.
Prerequisite: CMMN 331

CMMN 333 **Television News Direction** **3 crs.**
Professional experience in directing three weekly newscasts at WLDC-TV. Students serve as members of the production/direction news team.
Prerequisite: CMMN 324

CMMN 340 **Production Theory/Practice Workshop** **0 cr.**
Required lab for CMMN 320. Students will receive grade for laboratory work in lecture section.

CMMN 341 **TV Production I Lab** **0 cr.**
Required lab for CMMN 322. Students will receive grade for laboratory work in lecture section.

CMMN 350 **Advanced Reporting** **3 crs.**
An advanced course in news writing with an emphasis on the creative handling of news stories, features, and special interest articles.
Prerequisites: CMMN 250, ECON 130, and POSC 100, 215 or 220

CMMN 351 **Advanced Editing** **3 crs.**
Advanced course in editing with emphasis on developing technical proficiency through a full understanding of theoretical concepts.
Prerequisite: CMMN 251

CMMN 352 **Interpretive Writing** **3 crs.**
Types of interpretive journalism: editorials, columns, art, reviews, etc.
Prerequisite: CMMN 350

CMMN 353 **Investigative Reporting** **3 crs.**
An advanced course on the methods of journalistic inquiry including news gathering and writing assignments.
Prerequisite: CMMN 350, permission of chairperson.

CMMN 354 **Feature Writing** **3 crs.**
A course in writing features for print and electronic media, with stress on the development of color and individual style.
Prerequisite: CMMN 250

CMMN 355 **Covering the Performing Arts** **3 crs.**
Coverage and criticism of performing arts, including lectures and readings of contemporary activities.
Prerequisite: CMMN 250

CMMN 356 **Sports Coverage** **3 crs.**
Learning to view sports, professional and amateur, in sociological, historical, and economic terms with emphasis on writing styles.
Prerequisite: 250

CMMN 359 **Advanced Journalism Lab** **3 crs.**
A practical experience in reporting and writing with academic evaluation. Campus news coverage and beats will be assigned for use in the Maroon, the university student newspaper. (Unlimited repeated credit)
Prerequisites: CMMN 250, CMMN 251

CMMN 360 **Advanced Graphics** **3 crs.**
The use and design of graphics for print, television and film.
Prerequisite: CMMN 260. May be repeated.

CMMN 365 **Photography I** **3 crs.**
A course in learning to observe and see. Lectures and instruction on the operation of still cameras and extensive black and white darkroom experience. Aesthetics are emphasized. Student must have use of an adjustable 35mm or larger format still camera.

CMMN 366 **Photography II** **3 crs.**
Studio photography. Practical exercises and instruction in lighting, setting up product shops and working with the camera in a studio situation.
Prerequisite: CMMN 365

CMMN 367 **Photography III** **3 crs.**
An aesthetics course in the combining of sound and image. Problems will couple photography with poetry, music, and short stories.
Prerequisite: CMMN 365

CMMN 400 **Mass Communications Theory and Research (required for concentration in communications)** **3 crs.**
An advanced course tracing development of mass communications research from its origins to work recently published in academic journals. Students will be introduced to research methods and participate in one or more research projects.
Prerequisites: CMMN 101; junior standing.

CMMN 401 **Law of Mass Communications (required for concentration in communications)** **3 crs.**
An examination of major legal and regulatory developments in broadcasting and print journalism, with an emphasis on both legal and ethical considerations.
Prerequisites: CMMN 101; junior standing.

CMMN 420 **Broadcast Law** **3 crs.**
Laws and regulations dealing with all aspects of broadcasting will be examined.
Prerequisite: CMMN 401

CMMN 421 **Business Aspects of Broadcasting** **3 crs.**
Investigates several areas of broadcasting as a business: promotion, public relations, sales, programming, etc.
Prerequisites: CMMN 101; senior standing

CMMN 422 **TV Analysis and Criticism** **3 crs.**
Analysis of the content, issues, and values of television programming and specific TV programs. Examination of the writings and reviews of selected television critics.
Prerequisites: CMMN 101; junior standing

CMMN 423 **TV Production III** **3 crs.**
This course provides the student opportunity to write, produce and direct programs in music, drama, documentary and news.
Prerequisite: CMMN 323

CMMN 425 **On-Camera Performance** **3 crs.**
Introduces the student to the problems and opportunities of the performer. Students are given assignments for performing before TV cameras, which are taped and critiqued.

CMMN 440 **The Documentary Image** **3 crs.**
The photograph, motion picture, and electronic image as documents of reality. Historical development of forms and styles. Emphasis on the social and ethical concerns of the image maker.
Prerequisite: CMMN 220

CMMN 441 **Film Artists** **3 crs.**
An examination of the works of selected major film artists.
Prerequisite: CMMN 220

CMMN 442 **Film Genres** **3 crs.**
A study of various films as they have evolved in the history of cinema.
Prerequisite: CMMN 220

CMMN 443 **Film History** **3 crs.**
A survey of the major periods in the development of international cinema.
Prerequisite: CMMN 220

CMMN 444 **Film and Culture** **3 crs.**
A study of the films of a given country, section, or culture.
Prerequisite: CMMN 220

CMMN 445 **Film Theory and Criticism** **3 crs.**
A survey of major film theories and the application of criticism.
Prerequisite: CMMN 220

CMMN 450 **History of Journalism** **3 crs.**
Development of journalism from its beginning to the present.
Prerequisite: CMMN 101

CMMN 451 **Literary Publishing** **3 crs.**
A survey of the book side of publishing. Writing and preparing a manuscript for publication will be treated.
Prerequisite: CMMN 101

CMMN 455 **Current Magazine Practice** **3 crs.**
Analysis of contemporary American magazine with emphasis on qualities of writing styles in journalism magazines.
Prerequisite: CMMN 101

CMMN 470 **Mass Persuasion** **3 crs.**
A study of commercial and political propaganda and their impact on society.
Prerequisite: CMMN 101

CMMN 471 **Mass Communications Literature** **3 crs.**
An advanced course focusing on one specific author or school of thought in the existing mass communication literature. Strong emphasis placed on reading and class discussion.
Prerequisite: CMMN 101

CMMN 472 **Mass Communications Research** **3 crs.**
An advanced course reviewing current mass communication research methodologies with work on a specific research project.
Prerequisite: CMMN 400

CMMN 473 **International Media Systems** **3 crs.**
A survey of the media of other countries. Comparisons in values, patronage bases, freedom of expression, and similar concerns are the heart of the course.
Prerequisite: CMMN 101

CMMN 474 **Ethics of Mass Communications** **3 crs.**
Examination of the moral principles which order the work of the communications professional. The social responsibility of mass media institutions and the individual responsibilities of the practitioners.
Prerequisites: CMMN 101; 152; senior standing.

CMMN 480 **Current Trends** **3 crs.**
Each offering of the course will change, since the content of the course is based on current issues and developments within the media.

CMMN 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research".

CMMN 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

CMMN 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.
Prerequisites: Students must complete a series of courses specified for each type of internship before entering on the internship. Requirements are published by the Department of Communications.

CMMN 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

CMMN 499 **Independent Study** **arr.**

City College

CMMN 365 **Photography I** **3 crs.**
A course in learning to observe and see. Lectures and instruction on the operation of still cameras and extensive black and white darkroom experience. Aesthetics are emphasized. Student must have use of an adjustable 35mm or larger format still camera.

CMMN 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

COMPOSITION

COMP 0217 and COMP 0517

College of Arts and Sciences

COMP 100 **Basic Writing Skills** **3 crs.**
Close supervision in writing skills such as grammar, puncuation, spelling, construction of sentences and paragraphs, and in reading skills. This course is designed as a prerequisite to COMP 122. Students who need to take it will be selected by means of a writing sample during admissions orientation or may choose to register for the course.

COMP 105 **English Composition - International Students I** **3 crs.**
International/Bi-lingual students: Intensive review of study skills, bi-lingual language problems and composition for students who speak English as a second language and are not ready to take COMP 122. Entrance by writing sample or by student's choice.

COMP 106 **English Composition - International Students II** **3 crs.**
International/Bi-lingual students: Students who pass COMP 105 but are not, in the judgment of the English department, ready for COMP 122 will be required to take COMP 106. COMP 106 continues the emphasis of COMP 105 but with more stress on drill and pattern practice, individual language problems and personal learning strategies.

COMP 122 **Composition Skills** **3 crs.**
Common Curriculum: Introductory
Intensive training in English composition. This course is designed to develop the student's ability to structure his or her thoughts, to take a position, and to defend it by turning information into evidence.
This course is graded pass/fail.

COMP 200 **Intermediate Composition** **3 crs.**
An advanced composition course opened to those who have had COMP 122 or its equivalent. Writing projects will be designed in response to student interest and professional goals.

COMP 202 **Intermediate Composition: Computer Assisted** **3 crs.**
An advanced writing course for students who have taken COMP 122 (and perhaps LIT 125) and who want to improve their writing. The course employs word processors to reduce the amount of mechanical revision work and to allow the writer to spend more of his time improving his writing.

COMP 499 **Independent Study** **arr.**

City College

COMP 100 **Basic Writing Skills** **3 crs.**
Close supervision in writing skills such as grammar, punctuation, spelling, construction of sentences and paragraphs, and in reading skills. Students who need to take COMP 100 are selected by means of a writing sample, or they may choose to register for the course.

COMP 119 **English Composition** **3 crs.**
An adult approach to perfecting skills needed in writing informal essays and in preparing an academically sound research paper on a topic chosen by the student. An essay text with a wide range of authors provides opportunity for class discussion of writing techniques and topics for papers.

COMP 270 **Business Writing** **3 crs.**
Instruction in preparation of letters, resumes, reports and other business writing.

COMP 375 **Technical Writing** **3 crs.**
A course designed to assist the specialist (engineer, scientist, etc.) in writing for the general public.

COMP 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

COMPUTER INFORMATION SYSTEMS APPLICATIONS

CISA 0570

CISA 100 **Introduction to Computers** **3 crs.**
This course illustrates the use of various data processing systems for business and personal applications and familiarizes students with the functional and operational characteristics of data processing systems. Not open to students with credit in computer science. Does not satisfy concentration or business administration requirement.

CISA 110 **Introduction to Computer Information Systems** **3 crs.**
This course introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business and in other segments of society. The fundamentals of computer problem solving and programming in a higher-level programming language are discussed and applied.

CISA 113 **Computer Programming Language: BASIC** **3 crs.**
BASIC (Beginners All-purpose Symbolic Instruction Code), a general purpose, high-level programming language used on many microcomputers, is used to introduce the student to the concept of a programming language as well as to elementary programming techniques. Course work includes the design, implementation, and debugging of BASIC programs.

CISA 115 **Computer Programming Language: COBOL** **3 crs.**
COBOL, the COmmon Business Oriented Language, is used to introduce problem solving methods and algorithm development of business data processing problems. The student will learn to design, code, debug, and document programs using techniques of structured programming style.
Prerequisite: CISA 110, or permission of instructor

CISA 117 **Computer Programming Language: FORTRAN** **3 crs.**
FORTRAN (FORmula TRANslation), the current standard scientific computer language, is used in problem solving methods and algorithm development. The student will learn to design, code, and document programs using good programming style.
Prerequisite: CISA 110, or permission of instructor

CISA 260 **Advanced COBOL Programming** **3 crs.**
A continuation of CISA 115. Emphasis is on structured methodology of program design and developing, testing, implementing, and documenting common business-oriented applications using COBOL. Covers sequential and random access files and processing techniques and developing programs and systems of programs for batch and interactive environments.
Prerequisite: CISA 115

CISA 280 **Systems Analysis Methods** **3 crs.**
An overview of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specification.
Prerequisite: CISA 115

CISA 360 **Structured Systems Analysis and Design** **3 crs.**
Advanced coverage of the strategies and techniques of structured systems development.
Prerequisite: CISA 260, CISA 280

CISA 370 **Data Base Program Development** **3 crs.**
A course emphasizing software design and programming in a data base environment.
Prerequisite: CISA 280

CISA 380 **Software and Hardware Concepts** **3 crs.**
A survey of technical topics related to computer systems with emphasis on the relationships between hardware architecture, systems software, and applications software.
Prerequisite: CISA 260

CISA 385 **Office Automation** **3 crs.**
An examination of the office as the center of business activity, operational logistics, and decision support and the impact of automation on the office environment.
Prerequisite: CISA 280

CISA 470 **EDP Audit and Controls** **3 crs.**
An introduction to EDP auditing with emphasis on EDP controls, audit types and audit techniques and their effects on system development.
Prerequisite: CISA 370

CISA 495 **Applied Software Development Project** **3 crs.**
A capstone systems course integrating the knowledge and abilities gained through the other computer-related courses in the curriculum within a comprehensive system development project.
Prerequisites: CISA 370 and senior standing.

CISA 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

COMPUTER SCIENCE

COSC 0224

COSC 105 **Beginning Programming** **3 crs.**
This course introduces students whose area of concentration is not computer science to problem solving techniques and algorithm development. The student will study elementary programming techniques, debugging and program verification.

COSC 110 **Introduction to Computer Information Processing** **3 crs.**
The background and history of computers is coupled with the study of machine components, I/O devices; ideas of EDP, its uses and limitations. Topics of discussion include impact on the organization and use of personnel; database; legal, security, management, and communications with EDP. An introduction to programming is included.

COSC 115 **Cobol** **3 crs.**
ANSI COBOL, the current standard business oriented language, is used to introduce problem solving methods and algorithm development of business data processing problems. The student will learn to design, code, debug, and document programs using techniques of good programming style.

COSC 117 **Fortran** **3 crs.**
ANSI FORTRAN, the current standard scientific computer language, is used in problem solving methods and algorithm development. The student will learn to design code, and document programs using good programming style. The course introduces algorithmic analysis and aspects of string processing, recursion, internal search and sort methods.

COSC 130 **Computers and Society** **3 crs.**
Common Curriculum: Natural Sciences Modern
It is important that all college students gain a basic knowledge of how the powerful tool, the computer, affects their life in so many ways and how they can make it best serve their needs. This course introduces the student to the computer environment as it is presently found in our society.

COSC 220 **Introduction to Computer Science*** **3 crs.**
This course is designed to introduce the major areas of computer science and to lay the groundwork to programming contemporary machines. The student who has completed the course will be familiar with the terminology of computer science and how the many subareas relate to the discipline.

COSC 230 **Programming Techniques*** **3 crs.**
This course is designed to teach techniques and methodologies important to good programming. Emphasis will be on development of discipline in programming design and style. Topics covered will include string processing, internal searching and sorting, subprograms, simple data structures, and input/output methods.
Prerequisite: COSC 220 and corequisite MATH 257 or 115

COSC 240 **Computer Organization and Architecture*** **3 crs.**
This course will introduce the various functional components of contemporary computer system hardware and concepts of system architecture. Task specialization and communications will be stressed. A simple machine language will be introduced to demonstrate programmer control of hardware components.
Prerequisite: COSC 220

COSC 250 **Assembly Language Programming*** **3 crs.**
This course will discuss the applicability of Assembly Language Programming to contemporary program design. The student will design and implement assembler language subprograms which communicate with high level language programs. Special emphasis will be placed on size and speed optimization. I/O control programming will be explored.
Prerequisite: COSC 240

COSC 255 **Data and File Structures** **3 crs.**
This course develops application of analysis and design techniques to non-numeric algorithms which act on different data structures and implementation of these concepts and techniques of structuring data on bulk storage devices.
Prerequisite: COSC 230

COSC 320 **Systems Programming** **3 crs.**
This course provides an understanding of the components of contemporary system software environments including assemblers, macro processors, language processors, and other various components of that environment. The emphasis of the course will be on system design using these components as examples.
Prerequisite: COSC 250, 255

COSC 330 **Survey of Programming Languages** **3 crs.**
This course will present major programming languages in various applications areas—business, science and engineering, string processing and other specialized areas—and will concentrate on one general purpose language. Each language will be discussed in terms of data types and structures, statement types, and control structures and data flow.
Prerequisite: COSC 255

COSC 350 **Data Processing** **3 crs.**
This course develops principles and techniques of programming data processing applications in contemporary business oriented language, the nature of the data processing task and environment, and sequential, direct and indexed data organization methods and processing techniques.
Prerequisite: COSC 255

*These courses will include some digital laboratory experience.

COSC 400 **Numerical Algorithms** **3 crs.**
This course develops the computational procedures which are fundamental to numeric applications. The student will study error analysis, numerical solutions of polynomial and transcendental equations, systems of linear equations using iterative methods, polynomial interpolation, quadrature, evaluation of functions and curve fitting.
Prerequisites: COSC 230 and MATH 116 or 258 or permission of instructor

COSC 410 **Advanced Systems Programming*** **3 crs.**
This course is a continuation of COSC 320, Systems Programming. The emphasis will be on more sophisticated system software environments including communications and distributive systems. In the continued discussion of software design, more consideration will be given to efficient interaction between hardware and software.
Prerequisites: COSC 320 and 330

COSC 420 **Software Design and Development** **3 crs.**
This course presents a formal approach to the design and development of software systems including design techniques, organization and management of software projects, and systems analysis. Students will work on the design and development of large-scale software projects.
Prerequisites: COSC 330, or 350

COSC 425 **Computer Graphics** **3 crs.**
This course introduces technology and techniques of computer graphics. Various graphic hardware devices will be surveyed as will graphic software support. The student will design and implement programs to produce graphic display, both statistical and dynamic, with real time interaction. Three-dimensional perspective transformations will be explored.
Prerequisites: COSC 330 and MATH 258

COSC 430 **Database Management Systems** **3 crs.**
This course studies different database management system architectures, security and integrity, storage structures, data models and submodels, access controls and data sharing.
Prerequisites: COSC 330 and 350

COSC 435 **Control System Design*** **3 crs.**
This course will discuss the design of real time control systems as "Total" systems design—hardware and software. The students will design and construct simple hardware control systems, and program these systems.
Prerequisites: COSC 320, 330 and MATH 258

COSC 440 **Natural Language Processing** **3 crs.**
This course introduces students to basic concepts and techniques of natural language processing with emphasis on notational structures for representing natural languages, common control schemes, and application areas including query systems and artificial intelligence.
Prerequisites: COSC 320 and 330

*These courses will include some digital laboratory experience

COSC 450 **Automata and Computability** **3 crs.**
This course introduces abstract machines (computing devices that are specified on paper and not necessarily realized as some mechanical or electronic device). Essential properties of existing computer systems provide the framework for the presentation of the abstract machines. Prerequisites: COSC 330 and MATH 204

COSC 493 **Special Topics in Computer Science** **3 crs.**
As need or interest arises, courses will be provided under this number to add further breadth to the computer science student's degree program.

COSC 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

COSC 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

COSC 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

COSC 499 **Independent Study** **arr.**

CRIMINAL JUSTICE

CRJU 0556

CRJU 101 **Introduction to Law Enforcement** **3 crs.**
Introduction to the philosophical and historical background of law enforcement. The principles of organization and administration for functions and activities; planning and research; public relations, personnel and training; inspection and control; direction; policy formation.

CRJU 105 **Introduction to Criminal Justice Systems** **3 crs.**
Intended to introduce the student to how the justice system works in America. It begins with a discussion of the underlying rationale for punishment of crimes. Topics discussed include: police, role of the attorney, bail, criminal trial, sentencing, corrections, and post-conviction remedies.

CRJU 200 **Criminalistics** **3 crs.**
An introduction to the techniques of crime scene investigation. The value of evidence; preservation of the crime scene; crime scene searching; photography; the sketching of crime scenes. Also covered are techniques for the recognition, collection, and preservation of specific types of evidence.

CRJU 201 **Criminalistics: Crime Lab** **3 crs.**
The scientific evaluation of physical evidence by the crime laboratory. Basic scientific principles; laboratory instrumentation; analytical techniques for specific evidence types. Designed to introduce the student to the kinds of information that can be expected from evidence collected at crime scenes and how that information is obtained by the crime laboratory. CRJU 200 is not a prerequisite for this course.

CRJU 210 **Police Administration** **3 crs.**
Individual and group studies in the dynamics of law enforcement and administration. Policy formation and decision making in management from a human relations and organizational point of view. Electronic data processing in law enforcement.

CRJU 218 **Criminal Procedure** **3 crs.**
The study of the formal process whereby the government seeks to convict and punish a person for a criminal offense. Special emphasis will be placed on appellate review, the law of search and seizure, interrogations, confessions, the use of informers and entrapment, pretrial procedures, and various doctrines applying the fourteenth amendment.

CRJU 220 **Recent Supreme Court Decisions** **3 crs.**
Students are exposed to an in-depth discussion and analysis of the most recent Supreme Court decisions in criminal cases. Issues of procedural and substantive law, right to counsel, criminal evidence, and constitutional law will be covered.

CRJU 255 **Juvenile Justice Process** **3 crs.**
An examination of the major decisions made about the juvenile from initial contact by the police through termination of legal control over his conduct. Constitutional limitations on the power of the juvenile justice process as a result of recent Supreme Court decisions case law developments, and statutory changes will be reviewed.

CRJU 313 **Criminal Evidence** **3 crs.**
The rules of evidence will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule.

CRJU 345 **Seminar — Constitutional Law** **3 crs.**
Basic constitutional law, and in depth analysis of Supreme Court decisions decided during recent terms of court with a special emphasis on trends in constitutional law and criminal procedure.

CRJU 385 **Seminar in Advanced Criminology** **3 crs.**
Selected topics in criminology examined in depth through assigned readings and classroom discussion.

CRJU 405 **Criminal Law** **3 crs.**
Sources of criminal law. Theories of punishment, corpus delicti, and basic elements of crime; specific offenses, principles of liability to punishment, and specific defense to criminal behavior.

CRJU 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

DECISION SCIENCE

DECS 0302

DECS 200 **Statistics I** **3 crs.**
Sources and collection of business data; descriptive statistics; probability theory and distribution; and sampling methods, estimation and hypothesis test. Business applications and use of canned computer programs.
Prerequisites: COSC 110, MATH 115-116

DECS 201 **Statistics II** **3 crs.**
Chi-square tests, analysis of variance, experimental design, simple regression and correlation analysis, multiple regression analysis, time series, index numbers, nonparametric tests, and decision theory. Business applications and use of canned computer programs.
Prerequisite: DECS 200

DECS 305 **Business Forecasting** **3 crs.**
This course deals with various forecasting methods with emphasis on quantitative forecasting based on solid data. Model building, simulation, assessment and implementation of forecast will be discussed.
Prerequisites: ECON 201, DECS 201, junior standing.

DECS 310 **Quantitative Methods and Information Systems** **3 crs.**
This course involves collection, analysis and utilization of data for the purpose of making decisions in both profit and not-for-profit organizations. The quantitative methods that will be taught are linear programming, sensitivity analysis, transportation method, Monte Carlo simulations, waiting line theory and models, and critical path scheduling.
Prerequisite: DECS 201, junior standing.

DECS 499 **Individual Studies in Decisional Science** **arr.**
See description in College of Business Administration section.

DRAMA

DRAM 0206 and DRAM 0506

College of Arts & Sciences

DRAM 103 **Stagecraft I** **3 crs.**
Introduction to the principles of theatre production: scenery, lighting, properties, makeup, and other elements of the performance situation. Two hours of lecture per week and two intensive six week lab sessions when two productions are scheduled for Marquette Theatre.

DRAM 104 **Stagecraft II** **3 crs.**
See DRSP 103.

DRAM 105 **Theatre Heritage I** **3 crs.**
Studies in plays from Aeschylus to Congreve with special attention to Classical, Elizabethan, and Restoration drama.

DRAM 106 **Theatre Heritage II** **3 crs.**
Studies in plays from John Gay to Henrik Ibsen and the conditions of their performance.

DRAM 130 **World Theatre I** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The art of the theatre as seen in representative plays from Aeschylus to Sheridan. Form criticism and its relevance to each period, mythological and Biblical elements, imagery, metaphor, paradox — all of the linguistic and literary devices which add to the life of each play will be detailed.

DRAM 132 **World Theatre II** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The art of the theatre as seen in representative plays from Ibsen to Albee. Form criticism and its relevance to each period, mythological and Biblical elements, imagery, metaphor, paradox — all of the linguistic and literary devices which add to the life of each play will be detailed.

DRAM 134 **Film Odyssey** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course studies films which exhibit a basic visual similarity: some image of quest, usually the explicit metaphor of the road. Each shows man in his search for meaning. Visual uses of physical reality and certain camera techniques effectively constitute a medium of hope and affirmation for contemporary man. (Also listed as RELS 132)

DRAM 140 **Myth and Drama** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
To use the language of myth is to speak with a thousand tongues (Jung). Many myths (cultural stories) come to us in dramatic form, reinterpreted by playwrights for every age. Five classical and four modern plays will be read in an attempt to understand language of myths (mythology) and appreciate art of reinterpreting them (mythopoesis).

DRAM 142 **Black Theatre** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A course in dramatic literature concentrating on influential plays by black playwrights, with further consideration of black participation in the theatre and of the representation of blacks in dramatic presentations in various media.

DRAM 144 **Myth/Parable in American Drama** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Nine representative plays by major American playwrights (O'Neill, Miller, Wilder, Williams, Albee) will be read in context of their cultural milieu - plays that either affirm that milieu (Myth) or criticize it (Parable).

DRAM 220 **Acting I** **3 crs.**
This course focuses on an introduction to the techniques of acting. Students, in laboratory, explore problem areas encountered by actors in approaching a role.

DRAM 221 **Acting II** **3 crs.**
This course emphasizes the study of acting scenes. Students perform scenes from a variety of plays and learn the techniques of textual analysis necessary to characterization.
Prerequisite: DRAM 220

DRAM 230 **Body Movement for Theatre I** **3 crs.**
Foundation for the basic forms of narrative and lyric movements; fundamentals of mime and pantomime.

DRAM 231 **Body Movement for Theatre II** **3 crs.**
The concept of human movement and use of organized movement is directed toward theatrical characterization.
Prerequisite: DRAM 230 or permission of instructor.

DRAM 235 **Mime and Pantomime** **3 crs.**
Through physical exercises, elements of the human body in movement are isolated, studied, and reconstructed according to technical and artistic principles.
Prerequisite: DRAM 230 or permission of instructor.

DRAM 250 **Drama as a Helping Art** **3 crs.**
Through lectures and discussion, the course gives an overview of contemporary uses of drama as a helping and healing art. The material is divided into three units: 1) Theory; 2) Use of drama in various settings; 3) Theatrical styles and techniques.

DRAM 262 **Theatre Workshop** **2 crs.**
Emphasizes the process of working together on original or published scripts with a view toward performance. May be taken more than once.

DRAM 300 **Play Production** **arr.**
Involves the production of one full length play. Includes work on make-up, costuming, lighting, acting, directing, set design and construction.

DRAM 305 **Modern Theatre** **3 hrs.**
A study of major works of representative playwrights of the modern theatre, beginning with Ibsen and Strindberg.

DRAM 317 **Make-Up Stage and TV** **2 crs.**
A practical course in the use of make-up and masks for a variety of effects for stage and television.

DRAM 321 **Advanced Performance Workshop** **3 crs.**
An intensive workshop in various styles of theatrical performance. May be taken more than once but not more than three times.

DRAM 340 **Playwriting** **2 crs.**
Analysis of linear and nonlinear plays for an appreciation of principles operative in both. Student is expected to complete at least one one-act play or the first draft of a full length.

DRAM 400 **Psychodrama** **3 crs.**
Practice in the techniques of role playing, sociometry, and role theory for spontaneous drama arising from problems within the group.

DRAM 410 **Directing** **3 crs.**
Fundamentals of play directing. As a final project, students will direct a short play and compile a production book. Drama juniors and seniors only or permission of instructor.
Prerequisite: DRAM 220-221

DRAM 425 **Lighting for Stage and TV** **3 crs.**
Principles and practices of stage lighting for the theatre, television, and allied media.

DRAM 430 **Scene Design** **3 crs.**
Methods and materials of stage design.

DRAM 455 **Theatre Management** **2 crs.**
Theory and practice of budget, advertising, ticket and box office operations.

DRAM 485 **Senior Colloquium** **1 cr.**
Faculty and guest speakers discuss areas of interest with a view toward further study or entry into the profession. Students prepare resumes and portfolios.

DRAM 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

DRAM 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

DRAM 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

DRAM 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

DRAM 499 **Independent Study** **arr.**

ECONOMICS

ECON 0303

ECON 130 **Economics and Society** **3 crs.**
Common Curriculum: Introductory
Designed to introduce the student to the tools available for understanding and making decisions about current economic problems such as energy, crime, education, pollution, unemployment, and inflation; focus is on the proposition that basic economic concepts are essential in making better decisions about everyday problems. Not open to business students or to students who have completed ECON 200 or 201.

ECON 200 **Principles of Microeconomics** **3 crs.**
Introduction to economic analysis, allocation of resources, distribution of income, specialization, exchange, demand, production, costs, supply, market structures, pricing, and international trade.
Prerequisites: MATH 115-116

ECON 201 **Principles of Macroeconomics** **3 crs.**
Circular flow of the economy, national income accounting, aggregate unemployment, inflation, growth, fiscal policy, monetary policy, incomes policies (wage and price controls), and international monetary relations.
Prerequisites: MATH 115-116, ECON 200

ECON 301 **Economics of the Public Sector I** **3 crs.**
The theory and practice of public sector resource allocation, income distribution and economics stabilization problems are studied. An analysis is provided of the theory and application of taxation and expenditure policies. The course also includes a discussion of the various forms and impacts of government regulations.
Prerequisites: ECON 201, junior standing.

ECON 302 **Economics of Public Sector II** **3 crs.**
Attention is given to fiscal federalism and to the unique organizational and administrative problems of state and local governments. This course gives an overview of the economic problems of urban communities and their impacts upon public sector decision-making.
Prerequisites: ECON 201, junior standing.

ECON 305 **International Economics** **3 crs.**
The course studies various theses dealing with why nations trade and the nature of the traded items. The course also studies international financial arrangements including fixed and flexible exchange rates and adjustments to disequilibrium.
Prerequisites: ECON 201, junior standing.

ECON 310 **Government and Business** **3 crs.**
This course will examine a broad range of government activities in a market economy. The emphasis will be on activities which primarily effect the allocation and distribution of resources and output. These activities will be evaluated with respect to efficiency and equity. Among the topics to be discussed are antitrust, minimum wage legislation, tariffs, unionism, pollution, health, education and safety.
Prerequisites: ECON 130 or ECON 200, junior standing.

ECON 315 **Managerial Economics** **3 crs.**
Use of tools and techniques of economic analysis to analyze and solve managerial problems; framework for making decisions concerning economic choices in a wide variety of situations.
Prerequisites: DECS 201, ECON 201, junior standing.

ECON 400 **Intermediate Microeconomics Analysis** **3 crs.**
Analysis of the theory of demand and the theory of the firm, perfect and imperfect competition, the pricing of resources, general equilibrium.
Prerequisites: ECON 201, junior standing.

ECON 401 **Intermediate Macroeconomics Analysis** **3 crs.**
Measurement of aggregate economic activity: theory of national income, employment, and the price level. Role of fiscal and monetary policy in stabilization and growth.
Prerequisites: ECON 201, junior standing.

ECON 493 **Special Topics in Economics** **3 crs.**
May be taken only once for credit toward a concentration in Economics. Prerequisite: Senior standing, ECON 201.

ECON 499 **Individual Studies in Economics** **arr.**
See description in College of Business Administration section.

EDUCATION

EDUC 0214

EDUC 100 **Foundations of Education** **3 crs.**
Survey of the philosophical, historical, psychological and socio-cultural foundations of education. Field experiences included.

EDUC 270 **Basic Ballet I** **1 cr.**
Fundamental techniques: Exercises and steps.

EDUC 271 **Basic Ballet II** **2 crs.**

EDUC 272 **Intermediate Ballet** **2 crs.**

EDUC 273 **Ballet Repertory** **3 crs.**

EDUC 275 **Folk and Square Dance** **1 cr.**

EDUC 276 **Modern Dance** **1 cr.**

EDUC 277 **Rhythm and Movement** **2 crs.**

EDUC 281 **First Aid and Safety** **2 crs.**
Knowledge and application of first aid procedures.

EDUC 282 **Organization and Administration of Intramurals** **1 cr.**
Program design and administration of intramurals. Emphasis on organization, content, policies, equipment, and facilities.

EDUC 290 **Handball-Racquetball** **1 cr.**

EDUC 291 **Weight Training** **1 cr.**

EDUC 292 **Body Mechanics and Conditioning** **1 cr.**

EDUC 293 **Badminton** **1 cr.**

EDUC 294 **Tennis** **1 cr.**

EDUC 295 **Golf** **1 cr.**

EDUC 296 **Teamsports** **1 cr.**

EDUC 300 **Tests and Measurements** **3 crs.**
Principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of standardized tests available to school systems.

EDUC 305 **Educational Psychology** **3 crs.**
Study of psychological principles as applied to the field of education. Includes growth and development, mental abilities, motivation, learning styles and individual differences.

EDUC 315 **Urban Education** **3 crs.**
Study of schooling in urban settings. Emphasis on school-community relations, big-city politics, and innovations in inner-city schools.

EDUC 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project by its lack of the historical or experimental method of "research."

EDUC 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

EDUC 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDUC 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

EDUC 499 **Independent Study** **arr.**

EDUCATION — ELEMENTARY

EDEL 0208

EDEL 200 **Art for Elementary School Teachers** **3 crs.**
Practical experience in art at the elementary level.

EDEL 205 **Child Psychology** **3 crs.**
Study of the growth and development of the child from birth to adolescence with emphasis on motor function, language, intelligence, social and emotional adjustment, moral development. Field experiences included.

EDEL 210 **Psychology of the Exceptional Child** **3 crs.**
Study of the recognition of various types of exceptional children; techniques of appropriate classroom management stressed. Field experiences included.

EDEL 215 **Teacher Aide Elementary** **1 cr.**
As a prerequisite to student teaching, the student must participate in 50 clock hours of classroom activities approved by the department.

EDEL 258 **Music Essentials and Methods Elementary** **3 crs.**
Course covers fundamentals of music, piano accompaniments, rhythm band activities, sociological, psychological uses of music.

EDEL 300 **Characteristics of Learning Disabilities** **3 crs.**
Various professional approaches used in understanding disabled learners through exploring basic recognition, understanding and remediation of learning disabilities.

EDEL 305 **Language Development** **3 crs.**
Study of normal, delayed, and distorted language development. Diagnostic and remedial techniques for children with language disorders. Prerequisite: Permission of instructor.

EDEL 310 **Teaching Science Elementary** **3 crs.**
Elementary Science curriculum and instruction. Emphasis on visual aids, lab demonstrations and field experiences.

EDEL 315 **Teaching Arithmetic Elementary** **3 crs.**
Review of arithmetic, development of number concepts through insights and understanding growing out of the child's experience. Use of diagnostic materials and analysis of abilities used in problem solving. Field experiences.

EDEL 320 **Children's Literature** **3 crs.**
Study of the various types of children's literature and its uses in the elementary school. Dramatization and theory of story telling. Field experience included.

EDEL 325 **Teaching Reading Elementary** **3 crs.**
Methods and materials used in reading instruction in elementary schools. Field experience included.

EDEL 330 **Problems in Reading at the Elementary Level** **3 crs.**
Designed to explore in depth the causes and remediation of reading disabilities in the elementary classroom. Field experience format.

EDEL 335 **Practicum in Elementary Reading** **3 crs.**
Students work in critical settings at elementary school level, aiding children who have reading problems.
Prerequisite: EDEL 325 and 330.

EDEL 340 **Techniques in Physical Education in Elementary School** **2 crs.**
Methods and techniques in physical education in the elementary school. For elementary education students.

EDEL 345 **Health Education in Elementary School** **2 crs.**
Materials, methods, techniques and trends in elementary school health instruction programs. For elementary education students.

EDEL 400 **Practicum in Kindergarten** **3 crs.**
Professional lab experience in kindergarten under the supervision of a certified teacher. Total of 108 clock hours earned.

EDEL 405 **Practicum in Elementary Education** **3 crs.**
Required for individuals already certified at the secondary level who desire elementary certification. Includes 108 clock hours elementary school activities; minimum of 45 hours in observation and participation. Student must present verification of 3 years' teaching experience.
Prerequisite: Three year's teaching experience and instructor's permission.

EDEL 410 **Student Teaching Elementary** **9 crs.**
No other courses may be taken during this semester. Prerequisites and specific course requirements reflect departmental policies and Louisiana State Certification standards. Detailed information and permission to register are to be obtained from the director of elementary student teaching.
Prerequisite: Completion of junior year; grade pt. of 2.25 in professional and teaching courses. Apply to Loyola's Department of Education during prior semester. Course fees are $100.

EDEL 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method of "research."

EDEL 496 **Seminar in Elementary Education** **2 crs.**
Seminar discussion meetings and field experiences emphasizing practical aspects of teaching at elementary level are planned to assist the student while he is engaged in student teaching. Prerequisite to student teaching.

EDEL 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDEL 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

EDEL 499 **Independent Study** **arr.**

EDUCATION — SECONDARY

EDSE 0212

EDSE 200 **Adolescent Psychology** **3 crs.**
Study of physical, emotional, intellectual, social, and cultural development of the adolescent. Field experiences included.

EDSE 215 **Teacher Aide: Secondary** **1 cr.**
In preparation for student teaching, the student may participate in 50 clock hours of classroom activities approved by the department.

EDSE 300 **Secondary School Methods** **3 crs.**
Investigates secondary classroom teaching methods and techniques. Prerequisite to student teaching. Field experiences included.

EDSE 305 **Teaching Reading Secondary** **3 crs.**
Designed for secondary school teachers, grades 7-12. Remedial, corrective, and developmental procedures, "How to Read" in subject matter areas, teaching materials, including machines, will be covered.

EDSE 310 **Problems in Reading — Secondary Level** **3 crs.**
Designed to explore in depth the causes and remediation of reading disabilities in the secondary classroom. Field experience format.

EDSE 315 **Practicum in Secondary Reading** **3 crs.**
Students work in critical settings at the secondary school level assisting students experiencing reading difficulties.
Prerequisite: EDSE 305

EDSE 405 **Practicum in Secondary Education** **3 crs.**
Required for individuals already certified at the elementary level who desire secondary certification. Includes 108 clock hours of secondary school activities: minimum of 45 hours in observation and participation. Student must present verification of 3 years' teaching experience.
Prerequisite: Three years' teaching experience and permission of instructor.

EDSE 410 **Student Teaching Secondary** **9 crs.**
Full-time directed teaching assignment in a nearby secondary school.
Prerequisite: EDSE 215, 300, GPA of 2.25 in professional and teaching field courses. Completion of junior year. Apply to Loyola's Education Dept. during prior semester. Course fees are $100.

EDSE 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method of "research."

EDSE 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

EDSE 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDSE 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

EDSE 499 **Independent Study** **arr.**

FINANCE

FIN 0304

FIN 200 **Personal Finance** **3 crs.**
A valuable survey course which explores those topical areas of finance which have direct impact on the individual's lifestyle. Emphasis is on budgeting, planning, cash management, credit, basic insurance, consumer information, estate planning and tax planning.

FIN 300 **Financial Management** **3 crs.**
Methods and techniques employed to manage the financial resources of a medium to large-size business. Emphasis is on working capital management, capital budgeting, and other common tools of financial management.
Prerequisites: ACCT 101, ECON 201, DECS 200, junior standing.

FIN 310 **Financial Institutions** **3 crs.**
Examines the purpose and functions of financial institutions. Emphasis is on the interrelationships between financial institutions. Cases are used to foster an understanding of the problems and opportunities of different financial institutions.
Prerequisites: ECON 201, DECS 200, junior standing.

FIN 315 **Investments** **3 crs.**
Analyzes different investment alternatives in a risk-return framework. Techniques for selection, timing and diversification of investment choices are emphasized. Estate planning is also examined to help formulate a long-run investment strategy.
Prerequisite: FIN 300

FIN 325 **International Financial Management** **3 crs.**
Study of the management of the financial resources of the multinational firm; includes discussion of the basic differences of an international operation from domestic financial management.
Prerequisite: FIN 300

FIN 340 **Principles of Insurance** **3 crs.**
A course designed to acquaint the student with the basic principles of general insurance and a survey of the various types of insurance such as casualty, fire, life, health etc.
Prerequisite: junior standing.

FIN 350 **Principles of Real Estate** **3 crs.**
A study of the basic fundamentals of real estate as a practical tool and as an introduction to actual job experience. Covers such topics as appraisals, management, land utilization, listing, real estate, finance and home buildings.
Prerequisite: junior standing.

FIN 400 **Advanced Financial Management** **3 crs.**
The theory and practice of financial management are examined through case analysis and readings. Topics considered include working capital management, capital budgeting, financial structure, and dividend policy.
Prerequisite: FIN 300.

FIN 410 **Management of Financial Institutions** **3 crs.**
Analyzes the asset and liability management problems of financial institutions. Emphasis is on the particular problems of managing a commercial bank. Cases are used to illustrate the alternative solutions to problems common to financial institution management.
Prerequisite: FIN 310

FIN 450 **Real Estate Investments and Finance** **3 crs.**
Analyzes real estate financing and investment vis-a-vis other investment alternatives in a risk-return framework. Primary focus is on evaluating the risk-return potential of income producing real property.
Prerequisite: FIN 350 or permission of instructor

FIN 455 **Real Estate Appraisals** **3 crs.**
Valuation of real property under highest and best use. Separate analysis of land and building value focuses on use of three methods of appraisal-market, cost, and income approach.
Prerequisite: Permission of instructor.

FIN 493 **Special Topics in Finance** **3 crs.**
May be taken for credit only once toward a concentration in Finance.
Prerequisites: FIN 300 and 310, Senior standing.

FIN 497 **Internship in Finance** **arr.**
See description in College of Business Administration section.

FIN 499 **Individual Studies in Finance** **arr.**
See description in College of Business Administration section.

FRENCH

FREN 0227

College of Arts & Sciences

FREN 100 **First Year French I** **3 crs.**
Fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

FREN 101 **First Year French II** **3 crs.**
Same description as French 100.
Prerequisite: FREN 100 or equivalent.

FREN 200 **Second Year French I** **3 crs.**
Further development of language skills.
Prerequisite: FREN 101 or its equivalent

FREN 201 **Second Year French II** **3 crs.**
Same description as French 200.
Prerequisite: FREN 200 or its equivalent

FREN 300 **Advanced Grammar and Composition** **3 cr.**
Intensive review of the structure of the language and of idiomatic expressions. Daily translations and frequent original compositions.
Prerequisite: FREN 201 or equivalent.

FREN 301 **Advanced Conversation and Phonetics** **3 crs.**
Acquisition of an extensive working vocabulary and fluency through conversation and explications of texts reflecting cultural and language differences. Use of phonetics for the improvement of pronunciation.
Prerequisite: FREN 201 or equivalent.

FREN 320 **Culture and Civilization** **3 crs.**
An introduction to French civilization, including historical traditions, geography, politics, religion, education, media and the arts. Prerequisite: FREN 201 or equivalent.

FREN 330 **Introduction to French Literature I** **3 crs.**
Survey of the chief literary currents and principal authors from the Middle Ages through the 18th Century.
Prerequisite: FREN 201 or equivalent.

FREN 331 **Introduction to French Literature II** **3 crs.**
Survey of the chief literary currents and principal authors of the 19th and 20th centuries.
Prerequisite: FREN 201 or equivalent.

FREN 351 **Enlightenment and Pre-Romanticism** **3 crs.**
Major trends and ideas in 18th century literature. Emphasis on the works of the *philosophes* and on the development of the novel and theatre.
Prerequisite: FREN 201 or equivalent.

FREN 352 **19th Century Prose** **3 crs.**
Hugo, Balzac, Flaubert, Stendhal, Zola, Nerval. Some attention will be given to theories of reading.
Prerequisites: FREN 201 or equivalent.

FREN 353 **Prose Fiction since 1900** **3 crs.**
Attention will be given to the works of Bernanos, Gide, Camus, Sartre, Malraux, Robbe-Grillet, Proust, Alain-Fournier.
Prerequisite: FREN 201 or equivalent.

FREN 354 **Introduction to French Poetry** **3 crs.**
Analysis of some of the poems of major French poets: Hugo, Musset, Baudelaire, Rimbaud, Lautreamont, Verlaine, Valery, Apollinaire and the Surrealists, Mallarme.
Prerequisite: FREN 201 or equivalent.

FREN 400 **Romance Philology** **3 crs.**
Syntax and morphology of Old Spanish, Provencal and Old French as they evolved from Vulgar Latin. Reading of old documents and literary pieces geared to student's field of concentration. (Also listed as SPAN 400).

FREN 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

FREN 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

FREN 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

FREN 498 **Senior Thesis** **arr.**

FREN 499 **Independent Study** **arr.**

GEOGRAPHY

GEOG 0216

GEOG 100 **General Geography I** **3 crs.**
Survey of physical-political regions of the earth.

GEOG 101 **General Geography II** **3 crs.**
Analysis of geographical factors and concepts.
Prerequisite: GEOG 100

GEOG 499 **Independent Study** **arr.**

GERMAN

GERM 0228

GERM 100 **First Year German I** **3 crs.**
Fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

GERM 101 **First Year German II** **3 crs.**
Same description as German 100.
Prerequisite: GERM 100 or equivalent.

GERM 130 **Intellectuals and Weimar Republic** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Role of the intellectual in society during the Weimar Republic, Germany 1918-33. Why did the ideas of Hitler appeal to a nation which included Mann, Hesse, Brecht, Heidegger, Einstein, Heisenberg, Bonhoeffer, Lang and others?

GERM 200 **Second Year German I** **3 crs.**
Readings in German Culture. Class discussion in German. Review of basic language structure.
Prerequisite: GERM 101 or equivalent.

GERM 201 **Second Year German II** **3 crs.**
Same description as German 200.
Prerequisite: GERM 200 or its equivalent.

GERM 210 **Scientific German** **3 crs.**
Readings in the natural sciences. Emphasis on vocabulary and structures necessary for scientific research.
Prerequisite: GERM 200 or equivalent

GERM 300 **Conversation and Composition I** **3 crs.**
Emphasis on oral and written expression, with vocabulary based on readings about everyday life in Germany. Review of contemporary idiomatic expressions. Frequent written assignments and oral presentations.
Prerequisite: GERM 201 or equivalent

GERM 301 **Conversation and Composition II** **3 crs.**
Same description as German 300.
Prerequisite: GERM 201 or equivalent

GERM 312 **Introduction to German Literature I** **3 crs.**
Representative works from each of the major genres, designed to introduce the student to the study of German Literature.
Prerequisite: GERM 201 or equivalent

GERM 313 **Introduction to German Literature II** **3 crs.**
Same description as German 312.
Prerequisite: GERM 201 or its equivalent

GERM 353 **Romanticism and Realism** **3 crs.**
A survey of German Literature in the 19th century, including Kleist, Hoffmann, Heine, and Hauptmann.
Prerequisite: GERM 201 or equivalent

GERM 354 **Currents in the 20th Century Germany** **3 crs.**
Hofmannsthal, Rilke, George, Mann, Kafka, Hesse, Brecht, and selected post-war works.
Prerequisite: GERM 201 or its equivalent

GERM 355 **From Middle Ages to Baroque** **3 crs.**
A survey of German Literature from the great medieval epics to the deeply religious poets of the 17th century.
Prerequisite: GERM 201 or equivalent.

GERM 356 **The Age of Goethe** **3 crs.**
A survey of German Literature from the Enlightenment to the mature classical works of Goethe and Schiller.
Prerequisite: GERM 201 or equivalent.

GERM 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

GERM 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

GERM 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

GERM 498 **Senior Thesis** **arr.**

GERM 499 **Independent Study** **3 crs.**

GREEK

GREK 0219

GREK 100 **Introduction to Homeric Greek** **3 crs.**
Study of morphology and syntax proceeds concurrently with readings from the Odyssey.

GREK 101 **Introduction to Homeric Greek Continued** **3 crs.**
Readings from the Iliad.

GREK 301 **Plato I** **3 crs.**
The Apology, the Crito and excerpts from the Phaedo are read in Greek. The Euthyphro is read in English.

GREK 305 **Sophocles** **3 crs.**
One of the Theban plays, (Oedipus Tyrannus, Antigone, Oedipus at Colonus) is read in Greek. Other plays are read in English.

GREK 310 **Aeschylus** **3 crs.**
The Agamemnon is read in Greek; the Libation-Bearers and the Eumenides in English.

GREK 315 **Aristophanes** **3 crs.**
The Clouds and the Frogs are read in Greek; two other plays are read in English.

GREK 320 **Plato II** **3 crs.**
Of the Republic, Books I and X are read in Greek; the remaining books in English.

GREK 325 **Euripides** **3 cr.**
The Bacchae and/or Hippolytus is read in Greek; other plays are read in English.

GREK 330 **Herodotus** **3 crs.**
Selections from the Histories are read in Greek; the whole work is discussed and evaluated.

GREK 335 **Greek Lyric Poetry** **3 crs.**
Selections from the extant works of Callinus, Tyrtaeus, Mimnermus, and others until Plato are read in Greek.

GREK 350 **St. Luke Evangelist** **3 crs.**
Selections from St. Luke's Gospel and from the Acts of the Apostles are read in Greek.
Prerequisite: GREK 101

GREK 400 **The Greek Church Fathers** **3 crs.**
Selections from Ignatius of Antioch, and from other church fathers are read in Greek.

GREK 493 **Directed Readings** **3 crs.**

GREK 498 **Research Project** **3 crs.**
Independent study projects for qualified majors who develop interest in a special area.

GREK 499 **Independent Study** **arr.**

LATIN

LATN 0220

LATN 100 **Classical Latin I** **3 crs.**
Study of morphology and syntax together with simplified readings in Latin.

LATN 101 **Classical Latin II** **3 crs.**
Latin 100 is continued.

LATN 200 **The Minor Poets I** **3 crs.**
Reading Phaedrus' Fables and the poems of Catullus and Tibullus.

LATN 205 **The Minor Poets II** **3 crs.**
A continuation of LATN 200, this course focuses on readings from Ovid's Metamorphoses, Fasti and Tristia.

LATN 300 **Tacitus** **3 crs.**
The Agricola is read in Latin; the Germania in English.

LATN 310 **Juvenal** **3 crs.**
Reading in Latin of selected satires with evaluation of their presentation of contemporary Roman mores.

LATN 315 **Plautus** **3 crs.**
Reading in Latin of the Captivi and one other play, supplemented by English reading of other comedies.

LATN 320 **St. Augustine I** **3 crs.**
Selected Latin passages from the Civitas Dei which demonstrate the author's linear theory of history.

LATN 321 **St. Augustine II** **3 crs.**
Selected Latin readings from the *Confessions.*

LATN 325 **Medieval Prose and Poetry** **3 crs.**
Reading from the anthologies of Harrington and of Beeson.

LATN 330 **Virgil I** **3 crs.**
Reading the Aeneid in Latin. Discussion of its literary, philosophical and religious implications.

LATN 335 **Horace** **3 crs.**
Reading of selected odes and epodes with analysis particularly of structural form.

LATN 340 **Virgil II** **3 crs.**
Reading of the ten Eclogues and selected passages from the Georgics in Latin.

LATN 345 **Cicero** **3 crs.**
Book I of the Tusculan Disputations is read in Latin; the remaining four books are read in English.

LATN 350 **Lucretius** **3 crs.**
Books I, II, and III of the De Rerum Natura are read in Latin; the remaining three books in English. Discussion of Epicurean Atomism.

LATN 355 **Livy** **3 crs.**
Readings from books twenty-one and twenty-two of the history. Discussion of historical method.

LATN 493 **Directed Readings** **3 crs.**

LATN 498 **Research Project** **arr.**
Independent study projects for qualified majors who develop interest in a certain area.

LATN 499 **Independent Study** **arr.**

CLASSICAL HUMANITIES

CLHU 0221

CLHU 130 **Catholic Tradition: Dante's Divine Comedy** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Dante's Divine Comedy represents a culmination point in the Christian culture of Medieval Europe. It gathers together many threads of current events and earlier history to portray a whole civilization. It is literature which embodies Catholic belief and practice, political involvements, human sorrow and human greatness.

CLHU 132 **Socrates and Jesus** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Thoughts of Socrates and Jesus will be examined in the writings of their disciples and contemporaries. Comparison and contrast of these teachers in their life, death, and teachings.

CLHU 134 **Catholic Tradition: Newman-University** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Cardinal Newman's literary and philosophical masterpiece on the nature of liberal education, Idea of a University, includes in its nine sections a lecture on "Knowledge as Its Own End" and another on the "Role of Theology" in a Catholic University. Newman's ideas challenge American educational pragmatism.

CLHU 136 **Catholic Tradition: Newman-Apologia** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Newman's Apologia Pro Vita Sua is a spiritual autobiography tracing his journey from Anglicanism to Roman Catholicism. History of Newman's religious opinions from early adolescence through the time of his conversion and until 1864.

CLHU 138 **Justice in Greek Literature** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Justice is foundation-stone of civilized society. It is at once the condition and means of concord and harmony among men. Greek poets and philosophers were among first to investigate nature of justice. Examination of their writings on subject can alert latter-day students to its importance and to its nature.

CLHU 140 **Sophists and Higher Education** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A study of the Sophists who in fifth century Greece inaugurated higher education as we know it, especially as reported in the Dialogues of Plato and in other contemporary sources.

CLHU 142 **The Development of Greek Tragedy** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Reading in English, among other plays, the Agamemnon, Libation-Bearers, and Eumenides of Aeschylus; The Oedipus King, Oedipus at Colonus, and the Antigone of Sophocles; the Hippolytus, the Bacchae, and the Medea of Euripides.

CLHU 144 **The Greek and Roman Epic** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Reading in English the Iliad, the Odyssey, and the Aeneid, with emphasis on structural analysis and religio-philosohical implications.

CLHU 320 **Seminar in Greek Historians** **3 crs.**
This course will involve reading in English the works of Herodotus, Thucydides, Xenophon, and Polybius, supplemented by written reports and discussion.

CLHU 321 **Seminar in Roman Historians** **3 crs.**
This course will involve reading in English the works of Sallust, Caesar, Livy, Tacitus, and Suetonius, supplemented by written reports and discussion.

CLHU 335 **Greek and Roman Comedy** **3 crs.**
This course involves reading and discussion of two plays of Aristophanes, two of Plautus, and two of Terence, Greek and Roman representatives respectively of the old and new comedy.

CLHU 340 **Pastoral Poetry** **3 crs.**
Readings from Idylls of Theocritus and from the Eclogues of Virgil. Discussion of their influence on English pastoral poetry.

CLHU 345 **Religions of Ancient Greece** **3 crs.**
A study of the Homeric, Chthonic, and mystery religions of Ancient Greece and examination of Platonic and Stoic (philosophical) religion.

CLHU 350 **Greek Elegies and Lyrics** **3 crs.**
Readings from Tyrtaeus, Mimnermus, Solon, Archilochus, Alcaeus, Sappho and other poets.

CLHU 499 **Independent Study** **arr.**

HISTORY

HIST 0222 and HIST 0522

College of Arts & Sciences

HIST 122 **World Civilization to 1650** **3 crs.**
Common Curriculum: Introductory
This course aims to provide a universal perspective on the development of civilization and to illuminate the forces that have shaped our world up to 1650.

HIST 124 **World Civilization from 1650** **3 crs.**
Common Curriculum: Introductory
Continuation of HIST 122. Course aims to illuminate the forces that have shaped our world from 1650 to the present day.

HIST 130 **Zen I** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Pre-Modern
The evolution of Japanese aesthetics and ascetics. An historical, theoretical, and practical course based on historical foundations of the Japanese approach to ideals of beauty and holiness and distillation of vertical-non-image contemplation. (Also listed as RELS 133). Permission of instructor required.

HIST 134 **English History/Shakespeare** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
The history plays of Shakespeare were written during the period of the Renaissance in England. This course is meant to exemplify the aesthetic interpretation of historical events through the force of Renaissance drama. (Also listed as LIT 136)

HIST 136 **Zen II** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
This course continues to probe in greater depth concepts, theories, and actual practices of Zen I. It presupposes and builds on the foundation of Zen I and brings the students along the historical, ascetical, and aesthetical route that Zen has traveled into the 20th century. (Also listed as RELS 135). Permission of instructor required.

HIST 138 **History of the Dance** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
For proper aesthetic perception of the theatrical dance production, it is necessary to have appreciation of music, stage setting, literary background of plot used, plus understanding of dance itself. Course uses cross-disciplinary approach to gain this insight into dance. (Also listed as MUGN 142)

HIST 140 **Italian Culture and Civilization** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
This course will endeavor to bring to the student political (city state) and philosophical systems of Italy from the time of Dante to the present and to expose the student to Italian culture in many of its aspects. (Also listed as ITAL 130)

HIST 142 **Slavery/Race Relations** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Focus of this course will be a comparison of race relations and slavery in the Americas with major attention given to isolating differences in nature of slavery and race relations in U.S. and Latin America prior to 20th century. Such a comparison should lead to a better understanding of problems faced by any multi-racial society.

HIST 144 **Discovering Third World** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Gives an overview of the third world including a discussion of population growth and world resources, the colonial experience, economic development, changes in family, psychological aspects of change, religious movements associated with industrialization, the politics of underdeveloped countries, and the question of aid.

HIST 145 **Crisis in Central America** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Surveys current unrest in Central America, assesses consequences of poverty, tyranny, outside interference, social, economic, and political problems, and looks at the role of the elite, military, Catholic Church, labor movements, indians, and US business interests in the region.

HIST 146 **American Revolution** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Historians legitimately concern themselves with nature of revolution, attending in large measure to influence of impersonal factors. Using the American Revolution, course will examine reciprocal effect which certain men and revolution have had on each other. Motives, techniques, freedom of action, and alternatives available will be assessed.

HIST 148 **History and Philosophy of Labor** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Organization of labor is crucial factor in comprehensive understanding of foundations of societal decision-making processes, formation of its conceptual structures, and general spiritual orientation of society. In discussions, students will be expected to make critical analysis of problems confronted by labor in history. (Also listed as PHIL 148)

HIST 150 **Rise of Religious Toleration** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Toleration, or acceptance of religious dissent, historically has led to gradual acceptance of principle of human freedom. Course intends to show that this development, involving a contest between religious orthodoxy and freedom of conscience, has been by no means regular. (Also listed as RELS 150)

HIST 152 **Social History of Greece/Rome** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Course inquiries into daily life, religious beliefs and practices, public and private morals, institutions (e.g. Slavery), condition of women, amusements and similar categories which will emerge during the course of study. Inquiry will center on Greece and Rome but may include other ancient western cultures.

HIST 156 **Hero in American History** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Purpose of this course is to examine what constitutes a hero for Americans. Course will examine why man needs heroes not only to survive but to progress and why in this decade man is becoming increasingly disillusioned with modern heroes.

HIST 158 **Quest for American Identity** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Course focuses on challenge presented to values of America during maturation period of 20th century. Beginning with value-perceptions from both high and popular culture (Adams and Burroughs) around turn of century, course proceeds to present day writers.

HIST 160 **WWI in History and Literature** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
After viewing experience of men in ranks through novels and memoirs written by participants, students will consider what this war did to those who fought; how they viewed their experience; how it altered their vision of themselves, society, and their governments; how they related to their own civilian compatriots and the enemy.

HIST 162 **Divergent Paths** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Explores sources of historical and cultural disparities which have long divided Anglo and Latin America. Investigation should contribute to fuller understanding of meaning of "western-ness."

HIST 164 **American Left in the 20th Century** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Investigation of effects of success of liberalism on values, views, and aspirations of America during this century — a century marked by affluence and rise of "mass culture" and "post industrial society." Course examines leftist criticism of liberalism during 20th century.

HIST 166 **European Expansionism** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Should early European explorers and colonists be remembered primarily as folk heroes or as slave-trading exploiters of other cultures? In this course we will let the early explorers and colonists speak for themselves through the vivid writings they have left. Group discussion of primary sources will be an important part of the course.

HIST 170 **American Businessmen in Fact/Fiction** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Interaction (and sometimes conflict) between American business values and values of larger society has long fascinated American observer. Course studies novels and historical documents which depict challenges that the pursuit of business ideals has presented to other American values, particularly within last century.

HIST 172 **Black Leadership in USA** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Examination and evaluation of the roles played by black leaders in an ever-changing American society. Past as well as current values, aspirations, and programs of action espoused by black leaders will be studied through the use of several biographies.

HIST 174 **French Culture and Civilization** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Course will examine in depth role of France in building of Western Civilization in fields of literature, theatre, music, philosophy, painting, fashion and other aspects of cultural life. Select works of literature, philosophy and art history will be studied and discussed to probe nature of her specific influence on formation of Western man.

HIST 178 **Man At War** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Film and fiction which portray the common man facing adversity will be studied. This experience, seen through the eyes of novelists, Garcia Marquez, Remarque, Zola, Azuela) and film makers (Kubrick, Pontocorvo, Kazan, Antonioni), will show the common man's response to universal themes of conflict-war deprivation, and modernization and alienation.

HIST 180 **Afro-American Culture and History** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
This course studies the manner in which Black Americans have attempted to solve moral, religious and pragmatic problems relating to the critical issue of survival in 19th and 20th century America.

HIST 182 **Quest for El Dorado** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
The discovery of the New World sparked a frantic search by Spanish Conquistadores for gold, wealth, fame, and utopian worlds. We will follow their search and its impact on Europe and Latin America from the 16th to the 20th century.

HIST 186 **Discovering Africa** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Course is designed to acquaint students with Africa's place in World History. The history of Northern Africa and sub-Sahara Africa will expose the myth of the "Dark Continent," a place supposedly void of civilization until the light of Europe penetrated its veil. Course covers period from Pre-Dynastic Egypt through de-colonization of Africa.

HIST 188 **The European Left** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
A study of the Left in contemporary Europe. Focus will be the Left beyond the pale of the Soviet Union, but frequent reference will be made to Russian Communisum. Roots, character, and implications of the European Left will be studied. Will examine political, economic, and social context that gave rise to and fosters the European Left.

HIST 200 **U.S. History to 1865** **3 crs.**
Exploration; Colonial experience; independence; new republic; Jacksonian democracy; expansion; abolitionism; Civil War. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 201 **U.S. History from 1865** **3 crs.**
Reconstruction, imperialism, progressivism; WWI; the 20's; New Deal; WW II; Cold War; The New Frontiers; The Great Society; contemporary America. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 210 **Reproduction of History** **3 crs.**
History; definitions; types; problems; sources; discovery, authenticity, integrity, veracity; writing of history.

HIST 220 **Latin America I** **3 crs.**
Survey of pre-Columbian civilizations; European discovery and conquest; structure and problems of empire in Spanish and Portuguese America; the influence of the church; the struggle for independence.

HIST 221 **Latin America II** **3 crs.**
Socio-economic, cultural, and political analysis of Latin America Republics since 1820 emphasis on the development of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Peru, Uruguay and Venezuela. Problems and prospects. Clash between the traditional and the modern. Conflicts between church and state. Inter-American relations.

HIST 223 **History of the Catholic Church, U.S.** **3 crs.**
Survey of Catholic church in U.S. from establishment to present: Colonial experience; Catholics and revolution; organization and growth; trusteeism; biogotry; church and slavery; councils of Balt.; school question; nationalism; church and labor; Catholics in politics. (Also listed as RELS 220.)

HIST 230 **U.S. Legal History I** **3 crs.**
The major developments in American legal history from the Colonial period to the Civil War.

HIST 231 **U.S. Legal History II** **3 crs.**
The major developments in American legal history from 1865 to the mid-twentieth century.

HIST 233 **Honors World Civilization to 1650** **3 crs.**
Common Curriculum: Presidential Scholars
This course is designed for presidential scholars. It intends to communicate the essential facts and generalizations of African, American, Asian, and European history from the dawn of humanities until 1650. The course aims to exercise the student's ability to think and write historically, logically, critically and synthetically.

HIST 234 **Honors World Civilization from 1650** **3 crs.**
Common Curriculum: Presidential Scholars
This course is designed for presidental scholars. It intends to communicate the essential facts and generalizations of African, American, Asian, and European history since 1650. The course aims to exercise the student's ability to think and write historically, logically, critically, and synthetically.

HIST 245 **Louisiana History** **3 crs.**
Political, economic and social development of Louisiana from Colonial period to present.

HIST 248 **U.S. Military History** **3 crs.**
U.S. military policy from the American Revolution to the Cold War; the causes, events, and effects of major American conflicts; the role of the military in American society and thought during the past two centuries. (Also listed as MILS 401.)

HIST 255 **The City in U.S. History** **3 crs.**
Tracing of the role and problems of urbanization in the American past.

HIST 256 **U.S. Black History** **3 crs.**
Social, cultural, and economic role of black people in U.S. from 1619 to the present; African heritage, slavery, antebellum free people of color; reconstruction revolution; segregation; modern black protest movement.

HIST 258 **U.S. Economic History** **3 crs.**
The development of the American economy from the colonial era to the nuclear age. Special attention to organizational and technological changes, the role of individuals in material growth and impact of public opinion.

HIST 300 **Ancient History** **3 crs.**
Prehistory to the fifth century A.D.

HIST 304 **Early Christianity** **3 crs.**
Apostolic age, geographical expansion; persecutions; organizational developments; early heresies; Councils of Nicaea, Ephesus and Chalcedon; popular piety; church-state relations; rise of Monasticism. (Also listed as RELS 210.)

HIST 306 **Early Middle Ages** **3 crs.**
European social, political and cultural institutions from the fall of Rome to the 15th century.

HIST 308 **Age of the Renaissance** **3 crs.**
A study of social, political, and cultural facets of the age of rebirth of interest in classical learning.

HIST 310 **Age of the Reformation** **3 crs.**
Origins of revolt; Luther, Calvin, Henry VIII; radical reformers; spread of reformed church; wars of religion; Catholic reform; Council of Trent; Peace of Westphalia. (Also listed as RELS 212.)

HIST 320 **Modern Europe 1648-1815** **3 crs.**
Europe after Westphalia to the Congress of Vienna.

HIST 321 **Modern Europe 1815-1914** **3 crs.**
Congress of Vienna, era of revolutions, liberalism, nationalism, socialism, German and Italian unification, origins of World War I

HIST 322 **Modern Europe 1914-1945** **3 crs.**
World War I, Russian revolution, Fascism, Nazism, origins of World War II.

HIST 323 **Modern Europe 1945-Present** **3 crs.**
Cold War; recovery; political, economic and social developments.

HIST 325 **Church in the Modern World** **3 crs.**
A study of the Catholic Church as she meets challenges of the 19th and 20th centuries, involving clashes between herself and the modern world in the face of democratic revolutions, fall of papal states, advent of liberalism and socialism, secularization of society, rise of fascism, ecumenism, spread of communism, problems of third world and new morality. (Also listed as RELS 214.)

HIST 330 **Colonial America** **3 crs.**
Establishment of thirteen British colonies in North America's Economic, political, social, and intellectual developments preceding the Revolution; the struggle for independence.

HIST 332 **New Republic: 1783-1820** **3 crs.**
Articles of confederation and constitution; emergence of American political, economic, and social systems during the formative years of the Republic.

HIST 334 **Age of Jackson 1815-1845** **3 crs.**
Study of the emerging conflict of nationalism and sectionalism in American democracy, including the conflicting theories of Jacksonian Democracy.

HIST 336 **History of the Old South** **3 crs.**
Origins and evolution of the Old South as a distinctive region and section from its colonization through collapse of the Confederacy.

HIST 338 **Civil War and Reconstruction** **3 crs.**
1845-1877. Examination of the forces leading to sectional conflict and to reestablishment of the Union.

HIST 340 **U.S.: Gilded and Progressive Eras** **3 crs.**
A study of America's industrial age and emergence as a world power in the period 1877-1914. Emphasis, too, on the reaction and reform which these changes brought about, e.g., the decline of laissez faire thought and the genteel tradition, the rise of the Populist and Progressive movements.

HIST 342 **U.S.: The 20's and 30's** **3 crs.**
A study of America from 1914 to 1941; from the peak of optimism and the Progressive Movement to disillusionment and the brink of a second World War; from incredible prosperity to more incredible depression. Emphasis on the social, political, and intellectual responses to the period's tremendous economic, cultural, and technological changes.

HIST 343 **U.S.: WWII to Present** **3 crs.**
A study of America from 1941 to the present, including WW II, the Cold War, the hot wars of Korea and Vietnam, and the increasingly active foreign policy of the period. At home it includes the problems of adjustment to the post-war world and to unprecedented affluence; in general to the vast changes of the past forty years.

HIST 390 **Chinese History I** **3 crs.**
How the Chinese have viewed themselves, historically, politically, social-economically, religiously and aesthetically from the Hsiao Dynasty c 2200 B.C. to the Ming Dynasty 1640.

HIST 391 **Chinese History II** **3 crs.**
How the Chinese continued to view themselves in relation to their earlier history and how the coming of the West influenced the Ching Dynasty (1644-1911) and the subsequent experience of the Chinese in the twentieth century.

HIST 392 **Japanese History I** **3 crs.**
Pre-Buddhistic Japan of the Jomon and Yayoi Eras, Nara, the "Golden Age" of Heian, the emergance of the Samurai in the Kamakura Era, Ashikaga Shogunate and the arrival of the West. Stress is given to the religious, political and cultural life of Japan between c 500 B.C. and 1600 A.D.

HIST 393 **Japanese History II** **3 crs.**
The Tokugawa Era (1600-1868), the impact of the West and the subsequent emergence of Japan as a modern nation in the Meiji, Taisho, and Showa Eras. Stress is placed on the unique experience that the Japanese have had especially in their fine arts and culture.

HIST 400 **Historiography** **3 crs.**
Various concepts of history. Survey of the contributions of great historians. Required of all students with a concentration in history.

HIST 410 **History of Mexico** **3 crs.**
History of Mexico from Aztec times to the present. Emphasis on dominant social, economic, and cultural trends.

HIST 412 **Spain and Portugal** **3 crs.**
A political, economic, social, and cultural survey of Spain and Portugal from 711 A.D. to the present day; Arab conquest, Christian reconquest, unification of Spain, 16th-18th century Imperial Spain, 19th century, Second Republic, 1936-39 Civil War, Franco, and democratic Spain.

HIST 417 **Roman and Medieval Britain** **3 crs.**
The political and cultural development of the British Isles from the time of the Romans to the establishment of the Tudor Dynasty at Bosworth Field in 1485.

HIST 418 **Tudor and Stuart England** **3 crs.**
The period in which England achieved the status of a great political and cultural power. Topics include the Tudor Revolution in government, the lives of Henry VIII and Elizabeth, overseas expansion, the rise of the Gentry, and the parliamentary reaction to Stuart attempts to carry forward the centralizing tendencies of the Tudors.

HIST 419 **England 1715 to Present** **3 crs.**
Topics include 18th century politics, the industrial revolution, the French Wars, reaction and reform, high Victorianism, Imperial England, the late Victorian revolt, socialism, the world wars, and Britain today.

HIST 420 **18th Century England** **3 crs.**
Offers undergraduates the opportunity to learn of recent developments in historical method. The course will pay special attention to the historian's use of techniques derived from the social sciences to study the 18th century English family, sex and marriage, class relations, work and play, crime and poverty, and the nature of authority.
Prerequisite: HIST 419 with grade of B or above, or permission of instructor.

HIST 424 **Russian History I** **3 crs.**
Survey of Russian history from the beginning to 1905.

HIST 425 **Russian History II** **3 crs.**
A study of Russia from 1905 to the present.

HIST 431 **France Since 1789** **3 crs.**
Social, economic, and political developments from pre-revolution to the present.

HIST 435 **Modern Germany Since 1866** **3 crs.**
From unification to the present: Bismarck, World War I, revolution, Hitler, World War II, and post-war German developments.

HIST 493 **Directed Reading Course** **3 crs.**
Course content varies but is keyed to student and faculty interests in relevant professional topics.

HIST 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

HIST 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

HIST 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

HIST 499 **Independent Study** **arr.**

City College

HIST 200 **U. S. History I (1492-1865)** **3 crs.**
Exploration; colonial experience; independence; new republic; Jacksonian Democracy; expansion; Abolitionism; Civil War. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 201 **U. S. History II (1865-pres)** **3 crs.**
Reconstruction; Imperialism; Progressivism; World War I; the 20's; World War II; the Cold War; the New Frontiers; The Great Society; contemporary America. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 245 **Louisiana History** **3 crs.**
A study of the political, economic, and social development of Louisiana from the colonial period to the present.

HIST 260 **Western Civilization** **3 crs.**
100 A.D. to present. Past movements are coordinated with present civilization by studying the present in the light of the past. Special emphasis is placed on the unity and continuity of European history.

HIST 336 **History of the Old South** **3 crs.**
A study of the origins and evolution of the Old South as a distinctive region and section from its colonization through collapse of the Confederacy.

HIST 337 **The New South** **3 crs.**
A study of the period between the collapse of the Confederacy and the close of World War II. In a survey fashion, the student will be guided through the picturesque haunts of Southern history from the turbulent days of Reconstruction to the New Deal of President Franklin D. Roosevelt.

HIST 360 **Years of Turmoil: the 60's and the 70's** **3 crs.**
The turbulence of the 60's and 70's stunned the nation, revealing the fragility of its institutions and undermining its faith in its leadership. This course will survey that period of American history seeking to understand the causes and the impact of the tumultuous events which characterized the time.

HIST 365 **Dictators and Democracies** **3 crs.**
This course traces the men, both evil and good, whose lives have towered above those of their fellow men and affected the course of twentieth century history. Also studied is the rise of totalitarian states and the response of liberal democracies to the threat of these antidemocratic and authoritarian nations.

HIST 367 **America's Attitudes Toward Peace and War in the Twentieth Century** **3 crs.**
This course will investigate the complexity of values, aspirations, and fears that have affected American foreign policy decisions regarding peace and war in the twentieth century. A study of World Wars I and II and the Cold Wars in Korea and Vietnam will be used to place America's attitudes toward peace and war in their proper contexts.

HIST 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

HONORS

HONS 0204

HONS 433 **Honors: The Physical World** **3 crs.**
Common Curriculum: Presidential Scholars

HONS 434 **Honors: Seminar I** **3 crs.**
Common Curriculum: Presidential Scholars

HONS 435 **Honors: Seminar II** **3 crs.**
Common Curriculum: Presidential Scholars

HONS 499 **Honors: Independent Study** **arr.**

ITALIAN

ITAL 0229

ITAL 100 **First Year Italian I** **3 crs.**
The fundamentals of the language, primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

ITAL 101 **First Year Italian II** **3 crs.**
Same description as Italian 100.
Prerequisite: ITAL 100 or its equivalent.

ITAL 130 **Italian Culture and Civilization** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course will endeavor to bring to the student political (city state) and philosophical systems of Italy from the time of Dante to the present and to expose the student to Italian culture in many of its aspects. (Also listed as HIST 140)

ITAL 200 **Second Year Italian I** **3 crs.**
Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings.
Prerequisite: ITAL 101 or its equivalent.

ITAL 201 **Second Year Italian II** **3 crs.**
Same description as Italian 200.
Prerequisite: ITAL 200 or its equivalent.

ITAL 499 **Independent Study** **3 crs.**

LEGAL STUDIES

LGST 0307

LGST 200 **Business Law I** **3 crs.**
Application of law to business transitions, fundamental ideas of laws in general; business forms; contracts; agency; negotiable instruments; banking law; sales; personal property; partnerships and corporations; mortgages; real property; insurance suretyship and bankruptcy.

LGST 201 **Business Law II** **3 crs.**
Same description as LGST 200.

LGST 205 **Legal Environment of Business** **3 crs.**
A survey of government regulation of business, including an analysis of the judicial system and court process, pertinent provisions of the federal constitution, administrative agencies, antitrust law, securities regulations, regulation of employment, products liability, and consumer protection.

LGST 211 **Law for Public Administrators** **3 crs.**
A survey of the legal sources, nature and scope of governmental administrative agency power.

LGST 215 **Consumer Protection Law** **3 crs.**
A survey of the Louisana law on fraud and implied warranties as well as the new state and federal laws enacted for the protection of the everyday consumer, including areas such as truth-in-lending, equal credit opportunity, fair credit reporting, usury, false advertising, tenants' rights, and itinerant door-to-door salesman regulations.

LGST 300 **International Law** **3 crs.**
Survey of domestic and foreign law as it relates to international business operations.
Prerequisite: LGST 200 or 205, junior standing.

LGST 499 **Independent Study** **arr.**
See decription in college of Business Administration section.

LINGUISTICS

LING 0262

LING 100 **First Year Chinese I** **3 crs.**
This course is designed to familiarize the student with the basic structure of Mandarin Chinese using a romanized text. Upon achievement of a modest speaking vocabulary, the student will be introduced to the written language (ideographs).

LING 101 **First Year Chinese II** **3 crs.**
Continuation of Chinese 100. Completion of the Chinese 100-101 sequence will give the student a working knowledge of approximately 800 spoken vocabulary words. Three hundred of these will also be known in character/ideograph form.
Prerequisite: LING 100 or its equivalent.

LING 132 **Language and Culture** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Development of man and language from cultural, historical, psychological and linguistic aspects from early records to Renaissance. Inquiry into distinctive linguistic types as regards morphological and phonological development and in Indo-European groups as reflecting cultural and sociological differences.

LIT 176 **Modernism in Art and Literature** **3 crs.**
Common Curriculum: Humanities/Arts Modern
"Modernism" is a term that has come to include not only the styles of late 19th and 20th century art and literature but also the philosophic and moral issues represented in these art forms. This course will examine major 20th century works of art and literature and the issues of modern life raised by these works.
(Also listed as VISA 140).

LIT 178 **Black Thought and Art** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The course examines the role of black writers in the cultural and political development of America. Emphasis is on writing styles and trends which developed as a result of Afro-Americans' social, economic and political experiences in America and culminated with the production of works which facilitated the revolution of the 1960's.

LIT 180 **Science Fiction and Fantasy Literature** **3 crs.**
Common Curriculum: Humanities/Arts Modern
We will survey the major science fiction/fantasy themes and forms in an effort to assess their relevance to our complex post-modern society. The values discussed and the issues raised by this study—such as individual freedom vs social determinism—should help the student better grasp the individual's role in our contemporary technological world.

LIT 182 **Interpretations of Evil** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This is a multidisciplinary study of classic literary, cinematic, artistic, musical and psychological interpretations of the idea of a preternatural evil force in the world beyond human control. It will be a lecture and discussion class with several guest lecturers from the Loyola faculty adding their expertise to the interdisciplinary approach in this course.

LIT 184 **Sociology in Shakespeare** **3 crs.**
Common Curriculum: Humanities/Arts Pre-Modern
Course purpose is to extrapolate sociological concepts found in Shakespeare. One finds in his plays a thematic consistency amounting to a preoccupation with morality, social control, individual responsibility, deviance. Presentation will be in lectures on theory followed by theme-analysis of dramas with reference to relevant sociological concepts.
(Also listed as SOC 150.)

LIT 196 **Shakespeare on Drama** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A focus on the aesthetic theory implied in Shakespeare's plays, particularly on the reflexive commentary on the social and psychological functioning of drama; study of the many "role-playing" scenes and the famous "Plays Within the Plays."

LIT 202 **Introduction to Literature I** **3 crs.**
An introduction to poetry and short fiction through readings chosen from a broad historical range but with emphasis on modern and contemporary works.

LIT 204 **Introduction to Literature II** **3 crs.**
An introduction to drama and the novel through readings chosen from a broad historical range but with an emphasis on modern and contemporary works.

LIT 233 **Honors Literature I: Classic Epic** **3 crs.**
Common Curriculum: Presidential Scholars
Beowulf and *The Song of Roland* establish the idea of the epic as a high artistic expression of a culture. *The Iliad, The Odyssey,* and *The Aeneid* are studied in the light of this concept.

LIT 234 **Honors Literature II: Modern Epic Tradition** **3 crs.**
Common Curriculum: Presidential Scholars
This course considers the ways epic tradition has developed in the modern era. Several modern epics such as *Moby-Dick, Huckleberry Finn, Ulysses,* and *Gravity's Rainbow* will be examined closely, using perspectives furnished by the classical epics as well as by contemporary structuralist concepts.
Prerequisite: LIT 233

LIT 255 **Creative Writing** **3 crs.**
The course is an introduction to writing fiction and poetry. Student writing will be discussed in a workshop format and in individual conferences with the instructor. Students will also read and discuss a wide range of contemporary fiction and poetry.

LIT 300 **Chaucer** **3 crs.**
A close reading of the major works, with some attention to the minor poetry and other English poets of the 14th and 15th centuries.

LIT 302 **English Literature, Origins to 1660** **3 crs.**
A survey of English literature from the beginnings to the Restoration. Figures include the Beowulf poet, the Gawain poet, Chaucer, Spenser, Shakespeare, Donne, and Milton.

LIT 304 **English Literature, 1660 to the Present** **3 crs.**
A survey of Restoration, eighteenth century, Romantic, and Victorian literature, concluding with a look at the Modernist movement of the early twentieth century.

LIT 305 **Semiotics** **3 crs.**
This course advances a theory of communications based on the study of verbal and visual signs.

LIT 306 **Grammar and Language** **3 crs.**
An advanced study of modern English grammar and linguistics.

LIT 310 **Renaissance Poetry** **3 crs.**
A consideration of the poetry of the major figures of the period: Wyatt, Surrey, Sidney, Shakespeare, Jonson, Donne, Herbert, and Marvell, but omitting the longer works of Spenser.

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LIT 312 **American Masterworks** **3 crs.**
A survey of American writers from the Colonial period to 1900, including Bradford, Edwards, Franklin, Irving, Cooper, Poe, Emerson, Thoreau, Melville, Dickinson, and Twain. Several major texts (such as *Walden, The Scarlet Letter, Moby-Dick,* and *Huckleberry Finn*) will be studied as well as extensive selections from other writers' works.

LIT 315 **Spenser and Milton** **3 crs.**
The development of both writers in relation to their age, with intensive readings of the major works. Both *Paradise Lost* and *The Fairie Queene* will be read in their entirety.

LIT 320 **The Age of Satire** **3 crs.**
A survey of the major poets and prose writers of the restoration and the 18th century to 1740 with emphasis on Dryden, Swift, and Pope.

LIT 322 **Interpretive Approaches I** **3 crs.**
A historical survey of the predominant theories of literature and textual interpretation, focusing on the philosophical premises and social ramifications of the aesthetic theories of such figures as Plato, Aristotle, Sidney, Johnson, Arnold, and Eliot. Course will conclude with "New Critics" of early 20th century.

LIT 324 **Interpretive Approaches II** **3 crs.**
A look at the more recent developments in interpretive theory, especially as it has been influenced by such concepts as formalism, mythography, phenomenology, structuralism, Marxism, and Freudianism. Specific theorists such as Northrop Frye, Frank Kermode, George Poulet, Roland Barthes, and the "Yale Deconstructors" will be discussed.

LIT 325 **Romanticism** **3 crs.**
A consideration of the Romantic Movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron.

LIT 330 **Victorian England** **3 crs.**
A cultural and historical study of the age, with particular attention to Tennyson and Arnold.

LIT 335 **Modern Poetry** **3 crs.**
A survey of the major figures in England and America from Whitman to the beginning of World War II. Figures may include Yeats, Pound, Eliot, Frost, Stevens, Williams, and Auden.

LIT 340 **Film and Literature** **3 crs.**
The course examines the relationships between film and literature. The emphasis is not so much on how books become movies as on how the aesthetic impact of a print work is accomplished in the cinema. An unusual amount of attention will be devoted to the differences between the two forms.

LIT 345 **18th Century British Fiction** **3 crs.**
A study of the development of the novel in England through the French Revolution, with readings of Defoe, Richardson, Fielding, Smollett, and Sterne.

LIT 350 **19th Century British Fiction** **3 crs.**
A continuation of LIT 345, this course examines the development of the novel in the 19th century with the study of works of Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy, and the minor novelists.

LIT 355 **20th Century British Fiction** **3 crs.**
A continuation of LIT 345 and 350, this course examines the fiction of writers such as Conrad, Ford, Forster, Joyce, Lawrence, and Woolf. There will be some attention given to contemporary fiction.

LIT 400 **Southern Literature** **3 crs.**
A consideration of literary figures of the South with primary emphasis on 20th century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose.

LIT 405 **19th Century American Fiction** **3 crs.**
The American novel from the Romantics to the Naturalists; may include Poe, Melville, Hawthorne, Twain, James, Crane, Dreiser.

LIT 410 **20th Century American Fiction** **3 crs.**
The American novel from the 1920's to the present; may include Stein, Hemingway, Fitzgerald, and Faulkner.

LIT 415 **Restoration Drama** **3 crs.**
Consideration of the chief dramatists in England from the restoration of the monarchy to the death of Queen Anne.

LIT 417 **American Drama** **3 crs.**
A study of American drama, including O'Neil and Miller as well as more recent playwrights.

LIT 419 **Shakespeare Survey** **3 crs.**
A formal reading of some fifteen of the plays, including comedies, tragedies, and histories.

LIT 420 **Shakespeare: Comedies** **3 crs.**
This course is designed to permit extensive reading in all Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance.

LIT 425 **Shakespeare: Tragedies** **3 crs.**
Intensive study of all of the tragedies with considerable attention given to five "great" plays: *Hamlet, Lear, Macbeth, Othello,* and *Antony and Cleopatra.*

LIT 430 **Shakespeare: Histories** **3 crs.**
Intensive study of the history plays, with attention given to the concept of the history play in the Renaissance.

LIT 493 **Directed Readings** **3 crs.**

LIT 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

LIT 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

LIT 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

LIT 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

LIT 499 **Independent Study** **arr.**

City College

LIT 260 **Introduction to Literary Forms** **3 crs.**
A one-semester introduction to three literary genres: fiction, drama, and poetry.
Prerequisite: COMP 119 or equivalent

LIT 300 **Chaucer** **3 crs.**
A close reading of the major works, with some attention to the major poetry and other English poets of the 14th and 15th centuries.
Prerequisite: Permission of instructor

LIT 325 **Romanticism** **3 crs.**
A consideration of the Romantic movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron.
Prerequisite: Permission of instructor

LIT 345 **British Literature I** **3 crs.**
A survey of the literature of England from the beginning to the Romantic Age. Literary works (poems, stories, plays and essays) studied as separate entities but also in relation to their artistic, historic and sociological settings.
Prerequisite: Permission of instructor

LIT 350 **British Literature II** **3 crs.**
A survey of both major and minor figures in the modern development of British literature, including their aesthetic, philosophical and historic implications. From the Romantic Age to the present.
Prerequisite: Permission of instructor

LIT 360 **Literature and Social Change** **3 crs.**
The relationship of great works of literature to society as journals of change and as activist documents.
Prerequisite: Permission of instructor

LIT 361 **Contemporary Drama** **3 crs.**
British and American dramatic literature, post World War II.
Prerequisite: Permission of instructor

LIT 362 **Contemporary Fiction** **3 crs.**
British and American short stories and novels, 20th century.
Prerequisite: Permission of instructor

LIT 363 **Contemporary Poetry** **3 crs.**
20th century poetry.
Prerequisite: Permission of instructor

LIT 364 **Satire** **3 crs.**
Classic and contemporary satiric literature.
Prerequisite: Permission of instructor

LIT 365 **Detective Story** **3 crs.**
Development of the detective story, from Edgar Allan Poe to Ross Macdonald. British writers include Conan Doyle, G. K. Chesterton, and Agatha Christie. American writers are represented by Dasheill Hammett, Ellery Queen, and Macdonald. Various theories regarding the origin of the detective story are investigated.
Prerequisite: Permission of instructor

LIT 366 **Fiction: Short Story and Novel** **3 crs.**
A study of the theory, practice, and general history of fiction as exemplified in two modern genres, the short story and the novel.
Prerequisite: Permission of instructor

LIT 370 **Businessman in the American Novel** **3 crs.**
A study of the development of the American businessman as seen in the American novel, from Howells, through Dreiser to Lewis, concluding with the recent revival.
Prerequisite: Permission of instructor

LIT 371 **American Literature to the Civil War** **3 crs.**
A survey of American literature from the colonial period to the 19th century and the writings of Melville, Whitman and Dickinson.
Prerequisite: Permission of instructor

LIT 372 **Modern American Literature** **3 crs.**
A survey of the literature of the United States from the 19th century to the present.
Prerequisite: Permission of instructor

LIT 373 **The Black Writer in America** **3 crs.**
Using an historical perspective, the course will include background information on pioneer writers and writers after the Civil War. However, readings will come primarily from the 20th century, from the Harlem Renaissance up to the present.
Prerequisite: Permission of instructor

LIT 375 **Drama Survey: Faces of Eve** **3 crs.**
The study of women in society as portrayed by playwrights from ancient Greece to modern time.
Prerequisite: Permission of instructor

LIT 385 **Women in Literature: The Female Imagination** **3 crs.**
This course will focus on poetry and fiction that reflect the changing roles and visions of women, particularly in 19th and 20th century Britain and America.
Prerequisite: Permission of instructor

LIT 387 **The Writer in the World: a Course in the Humanities** **3 crs.**
This course presents literature as representative of the main artistic trends from the Renaissance to the mid-twentieth century, including Mannerism, Baroque, Rococo, Romanticism, Realism, Impressionism, and Expressionism. It will allow the student to recognize in literature some of the same values or artistic approaches which are comparable in the other fine arts.
Prerequisite: Permission of instructor

LIT 400 **Southern Literature** **3 crs.**
A consideration of literary figures of the South with primary emphasis on 20th century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose.
Prerequisite: Permission of instructor

LIT 415 **Restoration Drama** **3 crs.**
Consideration of the chief dramatists in England from the restoration of the monarchy to the death of Queen Anne.
Prerequisite: Permission of instructor

LIT 420 **Shakespeare: Comedies** **3 crs.**
This course is designed to permit extensive reading in all Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaisance.
Prerequisite: Permission of instructor

LIT 425 **Shakespeare: Tragedies** **3 crs.**
Intensive study of all of the tragedies with considerable attention given to five "great" plays: *Hamlet, Lear, Othello,* and *Antony and Cleopatra.*
Prerequisite: Permission of instructor

LIT 430 **Shakespeare: Histories** **3 crs.**
The history plays of Shakespeare dealing with the English monarchy studied as great works of literature, as enduring drama, and as revelations of Tudor attitudes.
Prerequisite: Permission of instructor

LIT 460 **World Theatre: Masterworks** **3 crs.**
A course which surveys the great works in drama from the Golden Age of Greece to the moderns such as Beckett and Pinter. The course will include close readings of the plays and will provide discussion of production values also. Drama as a genre, the history of ideas, and the development of theatre will all be a part of the course.
Prerequisite: Permission of instructor

LIT 489 **Literary Studies** **3 crs.**
A course to focus study on one or two major writers of today or of the past, such as Hemingway, Joyce, Ibsen, Strindberg, Woolf or Hardy. Literary Studies will offer the opportunity for more in-depth study of writers than is possible in survey courses. Content varies from semester to semester. May be repeated for credit.
Prerequisite: Permission of instructor

LIT 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

MANAGEMENT

MGT 0305

MGT 100 **Introduction to Business** **3 crs.**
The prime purpose of this course is to introduce to students the nature of business and its complexities in the context of the environment in which it operates. Subjects covered include ownership forms, organization, management, marketing, accounting, financial institutions, labor relations, computers and small business. Open to freshman and sophomore business majors for business elective credit and to non-business majors of any class rank.

MGT 105 **Behavioral Sciences** **3 crs.**
This course is designed to familiarize the student of business administration with the fundamental principles and practices of the behavioral sciences. Emphasis is placed on the growth and development in psychology, sociology and cultural anthropology. Open to freshman and sophomore business majors for business elective credit and to non-business majors of any class rank.

MGT 300 **Principles of Management** **3 crs.**
Basic principles and concepts of management as they are applied in the functions of planning, organizing, leading and controlling the business enterprise. The personal and behavioral characteristic of managers as well as analytical techniques available to them are introduced.
Prerequisite: junior standing.

MGT 305 **Labor Relations** **3 crs.**
A study of the history and development of organized labor; the background and techniques of collective bargaining; union security and management rights; job rights and due process.
Prerequisites: ECON 201, MGT 300

MGT 306 **Collective Bargaining** **3 crs.**
Collective bargaining is practiced in a changing environment influenced by national, state, and local laws. It is necessary to understand the legal basis for collective bargaining and to understand the environmental forces which affect the status of contracts between labor and management.
Prerequisite: MGT 300, junior standing.

MGT 307 **Health Care for Professionals** **3 crs.**
This course is specifically designed for Health Care Professionals who are or will be involved in managerial duties. It is designed to provide a comprehensive grounding in management theory and techniques within the unique framework of health care institutions.
Prerequisite: junior standing.

MGT 310 **Human Resource Management** **3 crs.**
This course focuses on current issues in human resource management in both the private and public sectors. Topics include civil service systems, manpower planning and job analysis, recruitment, selection, training, appraisal, compensation, benefits, job evaluation and personnel systems evaluation.
Prerequisite: MGT 300

MGT 315 **Management for International Business** **3 crs.**
This course will consider the special problems that confront the firm engaged in international operations. Topics include compensation, differentials, cultural and social differences as they impinge on managerial decisions and problems in communications and information flow.
Prerequisite: MGT 300

MGT 320 **Psychology in Management** **3 crs.**
The purpose of this course is to bring to the student the theories, experiments, and problem solving efforts of the psychologist and the behavioral scientist in the area of administrative action. Such topics as cognitive dissonance, reenforcement theory, need achievement, leadership and attitude change are covered.
Prerequisite: MGT 300

MGT 325 **Production and Operation Management** **3 crs.**
This course deals with the decision making involved in selecting, designing, operating and controlling activities of the productive system of business. The topics include: product design and process selection; capital budgeting and financial analysis; layouts of the physical system, including assembly line balancing; production planning, etc.
Prerequisites: ECON 200, DECS 201, MGT 300

MGT 330 **Organization Theory, Behavior and Communication** **3 crs.**
This course explores organizations as social units and the phenomenon of the individual and group behavior in work organizations. Special attention is given to organizations as communications networks. The topics include: methods of research in business, individual differences and environmental factors, organizational problem analysis, etc.
Prerequisite: MGT 300

MGT 350 **Public Management** **3 crs.**
A management course focused on the unique nature of running a bureaucracy under the constraints of civil service and short term top management. The impact of judicial law and agency rules will be viewed as they effect a large service organization.
Prerequisite: MGT 300

MGT 355 **Managerial Communication** **3 crs.**
The purpose of this course is to improve the abilities of people to send information to others in their company and to receive information from others in their company. In addition, the techniques of establishing paths by which communications travel and to cure problems which impede with those paths.
Prerequisite: MGT 300

MGT 360 **Transportation Management** **3 crs.**
This course examines the development of transportation systems and networks and evaluates such systems and networks in terms of their role in national and international trade. Principles and problems of transport regulations will be reviewed as well as the legal, cultural and political aspects of transportation systems.
Prerequisites: ECON 201, MGT 300

MGT 430 **Seminar in Public Administration** **3 crs.**
This course is an integrative course. It is designed to develop skills in identifying problems in the public sector, analyzing them, devising practical solutions to these problems and the oral and written communication thereof. It draws upon the entire range of the students academic background and practical experience.
Prerequisites: ACCT 210, DECS 310, ECON 301-302, FIN 300, MGT 305 and 310, MKT 300, senior standing.

MGT 440 **Small Business Institute** **3 crs.**
Students under the supervision of a faculty member act as consultants to small businesses with serious problems. The course is co-sponsored by the Small Business Administration. Satisfies requirement for MGT 445 (Business Policy).
Prerequisites: ACCT 200 or 205, DECS 310, ECON 315, FIN 300, MGT 325, MKT 300, senior standing.

MGT 445 **Business Policy** **3 crs.**
Designed to develop skill in identifying problems, making oral and written presentations of investigations and decisions reached, analyzing problems, and devising realistic solutions. Taught by case method.
Prerequisites: ACCT 200 or 205, DECS 310, FIN 300, MGT 325, MKT 300, senior standing.

MGT 493 **Special Topics in Management** **3 crs.**
May be taken for credit only once toward a concentration in management.
Prerequisites: Senior standing, MGT 300.

MGT 497 **Internship in Management** **arr.**
See description in College of Business Administration section.

MGT 499 **Individual Studies in Management** **arr.**
See description in College of Business Administration section.

MARKETING

MKT 0306

MKT 300 **Basic Marketing** **3 crs.**
This basic course acquaints the student with the nature and scope of modern marketing management. It outlines the areas in which decisions are made in developing and implementing marketing activities at all levels of production and distribution.
Prerequisites: ECON 200, junior standing.

MKT 305 **Consumer Behavior** **3 crs.**
Concepts from psychology, sociology, anthropology and economics are applied in the investigation and solution of real marketing problems. Similarities and differences between consumer and industrial buyer behavior are delineated.
Prerequisite: MKT 300

MKT 310 **Retailing Management** **3 crs.**
This course examines the problems and practices of the many different types of contemporary retailing organizations and the management of their activities. Among the important topics covered are store location, store lay-outs, traffic flow patterns, making—buying decisions, effective promotions, and controlling inventories.
Prerequisite: MKT 300

MKT 315 **Marketing Channels** **3 crs.**
A comparative analysis of marketing institutions and practices with discussion of their ethical, social, economic and legal implications.
Prerequisite: MKT 300

MKT 320 **Sales Force Management** **3 crs.**
Analysis of the nature and role of field sales operations as an arm of promotional strategy; investigation of the personal contactual function and its management, the scope of its unique problems, and use of decision-making tools and methods for solution.
Prerequisite: MKT 300

MKT 325 **Advertising** **3 crs.**
The study of the advertiser, the agency, the media, and their functions as matched with consumer behavior. Includes evaluation of advertising techniques and programs, and current issues in advertising.
Prerequisite: MKT 300 or permission of instructor

MKT 330 **International Marketing** **3 crs.**
Introduces students to some of the basic principles of marketing management examined in the multinational business environment.
Prerequisite: MKT 300

MKT 335 **Personal Persuasive Communications** **3 crs.**
A practical applications course for those who are considering a possible career in sales or public relations. Role playing is used extensively to simulate real life encounters.
Prerequisite: Junior standing

MKT 340 **Developing Effective Promotional Programs** **3 crs.**
Emphasis is upon developing integrated promotional programs. Advertising, public relations, personal selling, promotional packaging, along with many other sales stimulating methods and techniques are covered.
Prerequisite: MKT 300

MKT 400 **Marketing Research** **3 crs.**
Emphasis is upon where and how to use marketing research in the termination and solutions of marketing problems. Some of the topics covered include establishing the research objective, designing research projects, collecting and analyzing data, and writing the final report.
Prerequisites: MKT 305, DECS 201

MKT 405 **Business Logistics Management** **3 crs.**
Analysis of the physical distribution and physical supply system that links buyers and sellers to the problems of coordinating and managing the system.
Prerequisites: MKT 300, DECS 201

MKT 450 **Advanced Marketing Strategy** **3 crs.**
Analysis of a wide variety of marketing problems. The case-situation method is employed, with emphasis on managerial problem solving amid real world constraints; use of behavioral and quantitative techniques.
Prerequisites: MKT 400, and senior standing

MKT 493 **Special Topics in Marketing** **3 crs.**
Maybe taken for credit only once toward a concentration in marketing.
Prerequisites: MKT 300, senior standing

MKT 497 **Internship in Marketing** **arr.**
See description in College of Business Administration section.

MKT 499 **Individual Studies in Marketing** **arr.**
See description in College of Business Administration section.

MATHEMATICS

MATH 0223 and MATH 0523

College of Arts & Sciences

MATH 091 **Basic Skills Mathematics** **3 crs.**
Extensive/individualized program designed to meet deficiencies in student's elementary mathematics up to elementary algebra. Credit in course not applicable to any degree program or any mathematical science or common curriculum requirement but will be added on to normal total for student's degree program. Students assigned to course based on test scores.

MATH 110 **Intermediate Algebra** **3 crs.**
This course is for those with one year of algebra, but who are not ready for MATH 115, 118 or 122. Topics include arithmetic of signed numbers, polynomials, factoring, fractional and quadratic equations and applications. This course cannot be used for Common Curriculum, major, adjunct or teacher certification requirements.
Prerequisite: Algebra I in high school or permission of instructor.

MATH 113 **Fundamental Math for Elementary Teachers I** **3 crs.**
This course treats the fundamental concepts of mathematics for a complete understanding viewpoint required of an elementary school teacher. Concepts include number systems, counting, fundamental operations, mathematical sentences, geometric relations and comparison. For elementary education or music education students only.

MATH 114 **Fundamental Math for Elementary Teachers II** **3 crs.**
This is a continuation in the same style as that of MATH 113. Topics include rational numbers, measurements, decimals, computer literacy, probability, area, volume, models, signed numbers, and more geometry. Open to students in elementary education or music education programs.
Prerequisite: MATH 113

MATH 115 **Introduction to Finite Mathematics** **3 crs.**
Designed to give the social science and the business administration students an introduction to the necessary analytic and quantitative tools in mathematics. Topics include elementary matrix theory and linear programming, life science models and an introduction to probability.

MATH 116 **Survey of Calculus** **3 crs.**
This course includes techniques in the calculus of algebraic exponential and logarithmic functions of one and two variables as met in the application fields of business, political science and other social science fields.

MATH 118 **Pre-Calculus Mathematics** **3 crs.**
This course offers more preparation for those students who plan on taking calculus, but find themselves deficient in second year high school algebra and trigonometry. Exponential, logarithmic and trigonometric functions are included in the course.

MATH 119 **Freshman Seminar** **1 cr.**
The seminar is designed to stimulate freshman math students in topics outside the confines of particular introductory courses. At the same time the student will be introduced to elementary research techniques.

MATH 122 **Math Models** **3 crs.**
Common Curriculum: Introductory
This course will treat the concepts of model building, model types, model construction and analysis, and practical aspects of mathematical model usage. Applications of modeling techniques will be made to everyday experiences and to larger, world problems, such as demographics.

MATH 200 **Introduction to Linear Algebra** **3 crs.**
A course designed to introduce topics in matrix algebra for applications basic to future course work. Vector spaces, determinants, matrices, linear transformations and eigen vectors are included.
Prerequisite: High School Algebra II

MATH 203 **Computational Matrix Algebra** **3 crs.**
Numerical methods, computer arithmetic, convergence of an algorithm and efficiency of computational methods are studied. A theory of matrix algebra including matrix manipulation, computation of determinants, solutions of simultaneous equations, Gaussian elimination and eigen-value problems are among the topics developed in the course.
Prerequisite: COSC 230 or permission of instructor.

MATH 204 **Discrete Math Structures** **3 crs.**
A course bridging infinitesimal calculus and the world of sets, relations, digraphs, lattices, logic, etc. Topics include algebraic flow chart language, syntax and semantics, isomorphisms and invariants, directed graphs, Boolean algebra, permutations and cyclic groups, polish expressions, etc.
Prerequisite: MATH 203 and MATH 116 or 257

MATH 241 **Introduction to Probability and Statistics I** **3 crs.**
A course to introduce statistical applications in the fields of business administration, social sciences, and education. Topics include describing sets of measurements, discrete probabilities, normal distributions, statistical inference, special distributions, decision making under uncertainty, quality control, linear regression, etc.

MATH 242 **Introduction to Probability and Statistics II** **3 crs.**
Continuation of MATH 241
Prerequisite: MATH 241

MATH 257 **Calculus I** **3 crs.**
A beginning course of the calculus of one variable and analytic geometry. The concept of limits and their use in differential and integral calculus, max and min values of functions and solving for areas and volumes are treated.
Prerequisite: High School Algebra (2 years), Geometry and Trigonometry

MATH 258 **Calculus II** **3 crs.**
Continuation of MATH 257

MATH 259 **Vector Calculus** **3 crs.**
The calculus of several variables and vector analysis. Topics include differentiation of vector valued functions, extreme values, Lagrange multipliers, multiple integration, line and surface integrals and an introduction to vector fields.
Prerequisite: MATH 200 and 258

MATH 310 **Intermediate Calculus** **3 crs.**
Topics include infinite series sequences and fundamental methods of solving elementary differential equations. Include exact solutions, series solutions, numerical solutions, solutions using Laplace transforms and solution of systems of differential equations.
Prerequisite: MATH 258

MATH 315 **Linear Programming** **3 crs.**
Introductory course in linear programming using elementary matrix algebra and the theory of complex polygons. Managerial problems, operations research, economic behavior, game theory, and military strategy applications are considered.
Prerequisites: MATH 200 or 203 and COSC 230

MATH 320 **Linear Algebra** **3 crs.**
This second course expands on topics such as vector spaces, matrices, determinants, eigen values, linear functionals, bilinear forms, vector geometry and their applications.
Prerequisite: MATH 200

MATH 325 **Nonlinear Optimization** **3 crs.**
An introduction to nonlinear optimization problems. Topics include classical optimization based on calculus, approximation techniques, separable programming, gradient methods, and dynamic programming.
Prerequisite: MATH 200, 258 and COSC 230

MATH 330 **Theory of Numbers** **3 crs.**
Topics include divisibility, prime numbers, Euclidean algorithm, fundamental theorem of arithmetic, congruences, diophantine equations, and indicies.
Prerequisite: Permission of instructor.

MATH 335 **Theory of Sets** **3 crs.**
A study of infinite sets and the associated arithmetic of transfinite cardinal and ordinal numbers.
Prerequisite: Permission of instructor.

MATH 340 **Math Probability** **3 crs.**
An introduction to the theory of probability. Topics include combinatorial analysis, axioms of probability, discrete and continuous random variables, expectation, multivariate probability distributions, function of random variables, and basic limit theorems.
Prerequisite: MATH 258

MATH 341 **Statistics Theory and Methods** **3 crs.**
How statistics makes inferences about a population based on information from samples. Topics include estimation, hypothesis testing, linear models and estimation by least squares. Experimental design, analysis of variance, analysis of enumerative data, and nonparametric statistics.
Prerequisite: MATH 340. Permission of instructor.

MATH 345 **Topics in Geometry** **3 crs.**
The course will include foundations of geometry, congruences, parrellelism, similarieties, measures, coordinate systems, axiom systems for the Euclidean and projective planes.
Prerequisite: MATH 258.

MATH 350 **Differential Equations** **3 crs.**
This course reviews and continues the introduction to ordinary differential equations met in MATH 310. Selected topics in partial differential equations and applications to various fields will be included.
Prerequisite: MATH 310

MATH 355 **History of Math** **3 crs.**
Mathematics is traced as a major cultural force in Western civilization. The interplay of cultures on the evolution of mathematics and the influence of mathematics in shaping life and culture is discussed.

MATH 400 **Asbstract Algebra I** **3 crs.**
A general survey course in the concepts of algebra treating number systems, groups, rings, domains, fields, matrices over a field, elements of Galois theory and Canonical forms.
Prerequisite: MATH 200

MATH 401 **Asbtract Algebra II** **3 crs.**
Continuation of MATH 400.
Prerequisite: MATH 400

MATH 410 **Advanced Calculus I** **3 crs.**
A deeper look at analysis with special attention to linear methods as applied to the calculus of several variables. Topics include extrema, Jacobians, uniform continuity, line and surface integrals, differentials, integration theory, and series.
Prerequisite: MATH 259, 310

MATH 411 **Advanced Calculus II** **3 crs.**
Continuation of MATH 410.
Prerequisite: MATH 410

MATH 415 **Complex Variables** **3 crs.**
Analytic functions, Cauchy's integration theory, series representation, conformal mapping, analytic continuation, Schwarz-Christoffel transformation.
Prerequisite: MATH 259, 310

MATH 420 **Real Analysis** **3 crs.**
Advanced course in analysis of real functions through theorems credited to Cantor, Bolzano, Wiestrass, Borel and others. Topics include uniform convergence, covering sets, almost continuous functions, and Lebesque integrals.
Prerequisite: MATH 411

MATH 425 **General Topology** **3 crs.**
Basic concepts from the topics of topological spaces, Hausdorff spaces, connectedness, metric spaces, continuous mappings, separability, compactness and product spaces.
Prerequisite: Permission of instructor.

MATH 430 **Applied Math I** **3 crs.**
Designed to illustrate the application of mathematics to one or more fields by considering the aspects of model building and to further develop theory and techniques relevant to the needs of the field. Topics include partial differential equations, eigen functions, Green's functions, perturbation and approximation methods.
Prerequisite: MATH 259, 310

MATH 431 **Applied Math II** **3 crs.**
Continuation of MATH 430.
Prerequisite: MATH 430

MATH 493 **Directed Readings** **3 crs.**

MATH 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

MATH 496 **Math Seminar** **1 cr.**
Topics from various branches of mathematics will be presented, discussed and argued by the students. By invitation only.

MATH 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

MATH 499 **Independent Study** **arr.**

City College

MATH 111 **Elementary Concepts of Math** **3 crs.**
This course deals with topics such as arithmetic of signed numbers, polynomials, factoring, and fractional and quadratic equations. Students requiring mathematics review and skill building prior to enrolling in MATH 115 are advised to enroll in MATH 111.

MATH 115 **Introduction to Finite Mathematics** **3 crs.**
This course is designed to give the social science and the business administration student an introduction to the necessary analytic and quantitative tools in mathematics. Topics include elementary matrix theory and an introduction to linear programming.

MATH 116 **Survey of Calculus** **3 crs.**
This course includes techniques in the calculus of algebraic, exponential and logarithmic functions of one and two variables as met in the application fields of business and the social sciences.
Prerequisite: MATH 115 or equivalent

MATH 265 **Basic Statistics** **3 crs.**
This course is an introduction to most of the basic ideas of statistics together with ample opportunity to acquire skills in the application of the concepts, the making of the needed computations, and the applying of some of the important significance tests.

MATH 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

MILITARY SCIENCE

MILS 0226

MILS 100 **Leadership Fundamentals** **2 crs.**
An introductory course on the history and organization of Army ROTC and an initial study of leadership traits, principles, and characteristics. The student is further oriented to the customs and courtesies of military service and is given a brief overview of the present military pay system, service benefits and the national defense structure.

MILS 101 **Leadership Techniques** **2 crs.**
A continuation of leadership training, including: leader selection, group processes, solidarity, motivation, esprit de corps and interpersonal and organizational communications. The course concludes with adventure training which may include orienteering, water safety, marksmanship and mountaineering and rappelling.

MILS 103 **Introduction to Military Leadership** **3 crs.**
This course is designed for those students who did not enroll in MILS 100. It combines instruction from both semesters of the Freshman year of ROTC with additional emphasis on leadership skills. The course also allows the student to qualify for advancement into the sophomore year of ROTC.

MILS 200 **Applied Leadership** **3 crs.**
An introduction to the fundamentals of military writing, research and instruction; development of abilities to communicate with others by exposure to role playing and group dynamics. Emphasis is placed on troop leading procedures and techniques of presenting clear, concise solutions to military related problems.

MILS 201 **Advanced Leadership** **3 crs.**
This course begins with an introduction to military map reading. Students are then provided an introduction to management principles and techniques through student participation in the army management simulation exercise. Students participate in management role playing exercises and behavior analysis classes. The course concludes with an introduction to military squad and platoon organizations.

MILS 300 **Basic Tactics** **3 crs.**
An introduction to US Army tactical concepts and procedures; principles and evolution of war and the relationship between weapons and tactics. A discussion of organization for combat and tactical employment at squad and platoon levels to include the fundamentals of map reading and terrain association.
Prerequisite: Basic Course or permission of chairperson.

MILS 301 **Advanced Leadership II** **3 crs.**
An introduction to the nature of modern conflicts with specific emphasis on employing platoon-sized forces. Special class preparation for MS III cadets attending the ROTC advanced camp, including intensive training in planning, organizing and conducting small unit tactical exercises.
Prerequisite: MILS 300 or permission of chairperson.

MILS 310 **Leadership Seminar** **3 crs.**
Analysis of contemporary leadership and management problems. Emphasis on military law, personal management, drugs, alcohol and race relations in the army. Student research and study of problems of military unit commanders. Requires development of solutions, oral presentations and written analysis.
Prerequisite: MILS 300 or 301

MILS 320 **Leadership Laboratory** **0 cr.**
An extension of classroom work affords a student the opportunity to apply military skills learned in the classroom in an outdoor environment. All advanced course and scholarship cadets enrolled in army ROTC will attend a monthly leadership laboratory considered essential to the development of leadership and management skills.

MILS 401 **U.S. Military History** **3 crs.**
U.S. Military policy from the American Revolution to the Cold War; the causes, events, and effects of major American conflicts: the role of the military in American society and thought during the past two centuries. Also listed as HIST 248.

MILS 499 **Independent Study** **arr.**
For awarding military credit.
Prerequisite: MILS 300 or 301

MUSIC APPRECIATION

MUSA 0560

MUSA 265 **Class Piano (Beginning)** **2 crs.**
This course is designed for the non-music student with no prior music experience. Objectives for the course are: to develop good hand position and finger coordination; to learn to read and play simple melodies at sight with both hands; and to play, in accurate rhythm, with eyes on the music without visual reference to the keyboard.

MUSA 266 **Class Piano II** **2 crs.**
To further develop musicianship for advanced students including the ability to sight read popular music and to have knowledge of all major and minor scales.
Prerequisite: MUSA 265

MUSA 270 **History of Jazz (1890-1932)** **3 crs.**
This course is a survey of music from the Civil War to the Big Band Period of the 1930's.

MUSA 271 **History of Jazz (1932-present)** **3 crs.**
This course is a survey of music from the Big Band Period to the present. Woody Herman, Duke Ellington, Benny Goodman, Harry James, Count Basie, the Jazz Revolution—BeBop, Cool Jazz, and Third Stream.

MUSA 280 **Music, Man, Society** **3 crs.**
An introductory course that focuses on musical styles and structures. For students who are taking music as an elective. Musical concepts are explained in terms of what inexperienced listeners can hear fairly easily, and emphasis is placed on aural perception.

MUSA 360 **Music Appreciation (1450-1820)** **3 crs.**
This course enables the learner to listen to music with greater perception and understanding. Listening skills will be developed through an historical survey of musical styles from the Middle Ages to the Romantic Period.

MUSA 361 **Music Appreciation (1820-present)** **3 crs.**
This course is intended for someone who is seriously interested in learning how to listen to music with greater perception and understanding. Listening skills will be developed through an historical survey of musical styles from the Romantic Period to the present.

MUSA 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

MUSIC — GENERAL

MUGN 0404

MUGN 100 **Italian Diction** **1 cr.**

MUGN 101 **Italian Vocal Repertoire** **0 cr.**
Early English and Italian repertoire; taken concurrently with voice.

MUGN 111 **Basic Ballet I** **1 cr.**
Fundamental techniques, exercises, and steps. Creditable twice.

MUGN 130 **Hispanic Arts** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This course is a new approach to the extraordinary developments in the Aztec, Mayan and Incan kingdoms. It begins in India and Asia Minor and shows the dawn of civilization there before moving on to comparison with the later development in the New World. Many art forms are studied: architecture, sculpture, painting, literature, and music.

MUGN 132 **Golden Age of Spain** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This course comprises a full examination of the glories of the new Spanish kingdoms from about 1450-1650 — with incursion into architecture, art, sculpture, poetry, and music.

MUGN 134 **Music and Liturgy** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This course traces the necessity for music and dance in liturgical worship. It begins in pre-Christian times, examining briefly practices in the far East and near East — coming through the Old Testament to Christianity. At the arrival of the Baroque Revolution, the liturgy became atrophied and had to await Vatican II for liberation.

MUGN 142 **History of Dance** **3 crs.**
Common Curriculum: Humanities/Arts Modern
For proper aesthetic perception of theatrical dance production, it is necessary to have an appreciation of music, stage setting, literary backgrounds of plots used, plus an understanding of dance itself. This course uses a cross-disciplinary approach to gain this insight into dance. (Also listed as HIST 138)

MUGN 148 **America's Music** **3 crs.**
Common Curriculum: Humanities/Arts Modern
An account of American music, its history, development, events and the social changes which shaped it. This course begins with the music, dances, and poetry of the Indians. It continues with the special music of the revolutionary period, the invasion of foreign composers and styles, American self-sufficiency, and new vistas in music.

MUGN 150 **The Tudor Heritage** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The artistic achievement of England in architecture, art, literature, music, and other allied arts, from the accession of King Henry VII (1485) to the execution of King Charles I (1649). An aesthetics course with considerations of the social, philosophical, religious, and moral issues of the vital Tudor era.

MUGN 152 **Composer and Critic** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Both aesthetics and philosophy of music creation are main considerations in this course. The composer's own ideas about music are often set out in his prefaces and letters, and sometimes do not correspond to what we find in actual music. Our business is to find out why. (Dates: 1400-1800)

MUGN 162 **Art as Religious Expression** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course examines how artistic adornments (art, architecture, music and poetry) of liturgies of Western churches have been used in celebration to express major world views and/or theological movements from the Apostolic church through the second Vatican Council. (Also listed as RELS 137)

MUGN 166 **America and Its Music** **3 crs.**
Common Curriculum: Humanities/Arts Modern
An appreciation course designed for the non-music major which provides an overview of 20th century American popular and art music styles, their bases in folk traditions, and the influence of electronic instruments on musical style and composition.

MUGN 168 **The World of Music** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This course introduces a corpus of musical works which span the history of western civilization. Through guided listening the student will gain an understanding of how music reflects the thoughts and perspectives of the past, and will grow in appreciation of the emotional and intellectual legacy shared by Western culture.

MUGN 200 **French Diction** **1 cr.**

MUGN 201 **French Vocal Repetoire** **0 cr.**
French Repertoire; taken concurrently with voice.

MUGN 210 **Eurhythmics** **2 crs.**
An activity course structured to develop a sensitivy to music; based on the eurhythmic concepts of Jacques Dalcroze.

MUGN 211 **Basic Ballet II** **2 crs.**
Continuation of Basic Ballet I. Creditable twice.
Prerequisite: MUGN 111

MUGN 220 **Seminar in Music Business** **2 crs.**

MUGN 300 **German Diction** **1 cr.**

MUGN 301 **German Vocal Repertoire** **0 cr.**
German repertoire; taken concurrently with voice.

MUGN 303 **Music/Business Internship** **1 cr.**
Practical, on-the-job experience in the fields of music merchandising, customer-service, and management of firms or store departments involved in such activities. Creditable three times.

MUGN 308 **Recreational Music** **2 crs.**
Melodic and rhythmic musical instruments at elementary levels and movement activities for handicapped children. Dalcroze, Kodaly and Orff approaches will be studied and practiced.

MUGN 311 **Intermediate Ballet** **2 crs.**
Continuation of Basic Ballet II. Creditable twice.

MUGN 401 **Music Bibliography** **2 crs.**
Survey of music materials, past and present.

MUGN 406 **Psychology of Music I** **3 crs.**
Acoustics of music; anatomy of and theories on the aural perceptive process; nature and psychology of the aesthetic experience; tests of musical talent.

MUGN 411 **Ballet Repertory** **3 crs.**
Study of dances from ballet and opera. Recital at the end of each semester. Creditable as needed.

MUGN 495 **Special Topics** **arr.**

MUGN 499 **Independent Study** **arr.**
Creditable as needed.

MUSIC EDUCATION

MUED 0401

MUED 110 **String Class I** **1 cr.**
The study of techniques leading toward basic performance competence and pedagogy of string instruments. Creditable as needed.

MUED 111 **String Class II** **1 cr.**
Continuation of String Class I

MUED 200 **Field Experience in Music Education** **0 crs.**
Observations of and participation in music instruction at various assigned levels (K-12). Written reports are submitted to the Music Education Department; with observations discussed in periodic seminars. Creditable twice.

MUED 210 **Brass and Percussion Class I** **2 crs.**
The study of techniques leading toward basic performance competence and pedagogy of brass and percussion instruments.

MUED 211 **Brass and Percussion Class II** **2 crs.**
Continuation of Brass and Percussion Class I.

MUED 300 **Student Teaching Seminar** **0 crs.**
A symposium on student teaching — a free exchange of ideas, experiences, and problems relating to supervised teaching activities. Creditable twice.

MUED 306 **Instrumental Music Education Methods** **2 crs.**
Organization and management of elementary and secondary school instrumental music programs emphasizing proven teaching techniques, materials, and performance procedures.

MUED 307 **Choral Music Education Methods** **2 crs.**
Teaching choral music. Emphasis on management of performing ensembles, materials, teaching techniques and literature.

MUED 308 **General Music Education Methods** **2 crs.**
Organization and management of the elementary and secondary school general music program emphasizing proven teaching techniques and materials based on a conceptual approach to music learning.

MUED 309 **Psychology of Teaching Music in Secondary Schools** **3 crs.**
An introduction to current theory and practice in music education including the psychology of learning and teaching music, nature and testing of musical aptitude and ability, and philosophy in music education.

MUED 310 **Woodwind Class I** **2 crs.**
The study of techniques leading to basic performance competence and pedagogy of woodwind instruments.

MUED 311 **Woodwind Class II** **2 crs.**
Continuation of Woodwind Class I.

MUED 400 **Student Teaching** **9 crs.**
Experience in secondary and/or elementary instruction under the guidance of music teachers and supervisors certified in the student's primary teaching area.

MUSIC HISTORY AND LITERATURE

MUHL 0407

MUHL 104 **Introduction to Music Literature I** **1 cr.**
Presentation and discussion of significant music in various styles and genera from 600 A.D. towards the present. Non-Western musics will be included.

MUHL 105 **Introduction to Music Literature II** **1 cr.**
Continuation of Music Literature I

MUHL 304 **Survey of Music History I** **3 crs.**
Survey of Western art music to 1750, focusing on musical style and stylistic developments. Aural analysis and identification of specific compositions is required.

MUHL 305 **Survey of Music History II** **3 crs.**
Continuation of Survey of Music History I, covering from 1750 to the present.
Prerequisite: MUHL 304

MUHL 308 **Piano Literature I** **3 crs.**
Survey of standard keyboard music from the Baroque era to the present.

MUHL 309 **Piano Literature II** **3 crs.**
Continuation of Piano Literature I.

MUHL 404 **Twentieth Century Music** **2 crs.**
An in-depth study of the music and musical trends of the twentieth century. Discussion of the problems and philosophies of modern art music. Aural analysis and identification of specific compositions is required.
Prerequisite: MUHL 305

MUHL 405 **Music in America** **2 crs.**
A study of the music and the musical traditions of the United States. This course covers choral, symphonic and band music, liturgical, art and popular styles, along with the several European traditions which contributed to the formation of American musical tastes.

MUSIC — JAZZ STUDIES

MUJZ 0406

MUJZ **Introduction to Jazz Literature** **1 cr.**
A presentation and discussion of the various aspects of jazz and its performance, with an emphasis on appreciation through analytical listening.

MUJZ 103 **Business of Music** **1 cr.**
The relationship between various music careers and the business world are explored, with special attention to the legalities of copyright, managerial contracts, and recording contracts.

MUJZ 107 **Jazz Piano and Theory** **1 cr.**
The theory of jazz harmony, notation, and related functional piano skills. This course is prerequisite to Jazz Composition and Modern Arranging.

MUJZ 108 **Improvisation I** **1 cr.**
A remedial course for inexperienced Jazz students or other novice improvisers needing to acquire the fundamental skills of improvisation.

MUJZ 109 **Improvisation II** **1 cr.**
The grammar of spontaneous musical creativity based on melodic and harmonic structures. Blues and modal vehicles are explored.

MUJZ 204 **Evolution of Jazz Styles** **2 crs.**
The origin and phases in the development of jazz.

MUJZ 208 **Improvisation III** **1 cr.**
Continuation of Improvisation II with an emphasis on classic "standard tune" literature.

MUJZ 209 **Improvisation IV** **1 cr.**
Continuation of Improvisation III.

MUJZ 308 **Improvisation V** **1 cr.**
Continuation of Improvisation III with an emphasis on "classics" composed by jazz artists.

MUJZ 309 **Improvisation VI** **1 cr.**
Continuation of Improvisation V.

MUJZ 408 **Improvisation VII** **2 crs.**
Continuation of Improvisation VI.

MUJZ 409 **Improvisation VIII** **2 crs.**
Continuation of Improvisation VII, with a final project consisting of transcriptions and biographical research into jazz artists on the student's major instrument.

MUSIC PEDAGOGY

MUPD 0408

MUPD 110 **Introduction to Piano Pedagogy I** **2 crs.**
An introduction to basic pedagogical principles, general formats of material for beginning pianists, method books currently available, and basic studio policies. In addition to two class meetings each week, students will—during a 45 minute weekly group lesson—assist teachers in the Loyola Music Preparatory School.

MUPD 111 **Introduction to Piano Pedagogy II** **2 crs.**
Continuation of Introduction to Piano Pedagogy I.
Prerequisite: MUPD 111

MUPD 210 **Piano Pedagogy III: Elementary Methods and Materials 2 crs.**
Students will learn elementary level literature; playing this music in class, at performance level, is required. The pedagogical uses of these materials will be discussed. In addition to class meetings, students will assist teachers in the Loyola Music Preparatory School in group lessons and observe private lessons as assigned (one hour and forty-five minutes weekly).
Prerequisite: MUPD 111.

MUPD 211 **Piano Pedagogy IV: Intermediate Methods and Materials 2 crs.**
Continuation of Piano Pedagogy III at the intermediate level.
Prerequisite: MUPD 210.

MUPD 310 **Piano Pedagogy V: Supervised Teaching** **1 cr.**
Students will share, with supervising teachers in the Loyola Music Preparatory School, the teaching of group lessons. They will also teach, with supervision, one or two private students. Weekly meetings with the course instructor will evaluate each student's teaching effectiveness. This course may be taken concurrently with Piano Pedagogy III.
Prerequisite: MUPD 211.

MUPD 311 **Piano Pedagogy VI: Supervised Teaching** **1 cr.**
Continuation of Piano Pedagogy V. May be taken concurrently with Piano Pedagogy IV.
Prerequisite: MUPD 310.

MUPD 409 **String Pedagogy** **1 cr.**
Analysis of teaching materials and didactic approaches; minor maintenance of string instruments.

MUPD 410 **Piano Pedagogy VII: Practicum** **1 cr.**
Each student will be apprenticed to a New Orleans area piano teacher as an assistant teacher; grades will be arrived at in consultation with each cooperating teacher. Observations, in addition to those of the supervisory teacher, will be made periodically by a member of the Piano Pedagogy faculty.
Prerequisite: MUPD 311, junior standing.

MUPD 411 **Piano Pedagogy VIII: Practicum** **1 cr.**
Continuation of Piano Pedagogy VII.
Prerequisite: MUPD 410.

MUSIC PERFORMANCE

MUPR 0405

MUPR 012 **Applied Fundamentals** **2 crs.**
Applied study designed for achieving freshman level. Creditable as needed.

MUPR 112 **Applied Study: Individual** **2 or 3 crs.**
Concentrated study of voice or a string, woodwind, brass, percussion, or keyboard instrument at the lower division levels. Creditable as needed. Music students only.

MUPR 113 **Recital Hour** **0 cr.**
Recital attendance required of all undergraduate music majors throughout most semesters of residence. Creditable repeatedly.

MUPR 114 **Applied Study: Class I** **1 or 2 crs.**
Study of techniques leading toward basic performance competence in piano, voice or guitar.

MUPR 115 **Applied Study: Class II** **1 or 2 crs.**
Continuation of Applied Study: Class I
Prerequisite: MUPR 114 or equivalent ability.

MUPR 117 **Major Ensemble** **1 cr.**
Regular rehearsal in performance groups of various sizes and constitutions. Creditable as needed at any level of undergraduate study. Open to non-music students, in some ensembles, by audition only.

MUPR 118 **Minor Ensemble** **1 cr.**
Same description as MUPR 117.

MUPR 119 **Chamber Ensemble** **1 cr.**
Same description as MUPR 117.

MUPR 214 **Applied Study: Class III** **1 or 2 crs.**
Continuation of class applied study.

MUPR 215 **Applied Study: Class IV** **1 or 2 crs.**
Continuation of class applied study.

MUPR 216 **Accompanying** **1 cr.**
A presentation of skills for and practical experience in the art of accompanying solos and ensembles. Creditable as needed.

MUPR 308 **Essentials of Conducting** **2 crs.**
Basic conducting techniques; visual metric patterns, use of the baton, dynamic indications, cuing, rehearsal and performance organization; application.

MUPR 309 **Instrumental Conducting** **2 crs.**
Continuation of Essentials of Conducting with emphasis on standard band and orchestral literature, rehearsal procedures and historical styles.
Prerequisite: MUPR 308

MUPR 310 **Junior Recital** **0 cr.**
A full, partial, or recital appearance required of all Bachelor of Music and Bachelor of Music Education students except candidates for the degrees Bachelor of Music in Piano Pedagogy and in Theory and Composition.

MUPR 311 **Choral Conducting** **2 crs.**
Continuation of Essentials of Conducting with emphasis on choral literature, rehearsal procedures, and historical styles.
Prerequisite: MUPR 308

MUPR 312 **Applied Study: Individual** **2 or 3 crs.**
Continuation of individual applied study at the upper division levels. Creditable as needed. Music students only.

MUPR 314 **Applied Study: Class** **1 cr.**
Continuation of class applied study.
Prerequisite: MUPR 414 or 415, or by audition.

MUPR 410 **Senior Recital** **0 cr.**
A full individual recital required of all Bachelor of Music candidates except those with a secondary concentration in Business Administration, Communications, Computer Information Processing, or Drama.

MUPR 414 **Guitar Concepts I** **1 cr.**
Study of techniques leading to basic performance competence and pedagogy of guitar. Music students only.

MUPR 415 **Guitar Concepts II** **1 cr.**
Continuation of Guitar Concepts I.

MUSIC THEORY

MUTH 0403

MUTH 100 **Elements of Music Theory** **3 crs.**
Pitch and rhythmic notation, intervals, rhythmic and melodic music reading and dictation. This course or equivalent knowledge is prerequisite to Theory I. Open to non-music students.

MUTH 102 **Theory I** **4 crs.**
Theory fundamentals, tonality, melodic organization, basic harmonic and nonharmonic processes. Aural perceptions training is continuous. Some theory fundamentals and skills are prerequisites.

MUTH 103 **Theory II** **4 crs.**
Seventh chords, modulation, secondary dominant chords, basic forms. Aural perceptions training is continuous.
Prerequisite: MUTH 102.

MUTH 110 **Composition Survey I** **1 cr.**
This course will familiarize students, via listening, with landmark compositions of the 20th century; discussion will center upon specific features of the music.

MUTH 111 **Composition Survey II** **1 cr.**
Continued analytically guided listening to 20th century music; introductory writing of exercises involving the basic precepts of symmetry and contrast, developmental processes and formal awareness.

MUTH 202 **Theory III** **4 crs.**
Review of secondary dominants; borrowed chords and other chromatic formations: Neapolitan and augmented sixth chords, added note sonorities, neo-tonality. Aural perceptions training is continuous.
Prerequisite: MUTH 103

MUTH 203 **Theory IV** **4 crs.**
Melodic, harmonic, and formal analysis of standard repertoire with the purpose of solidification of all traditional theoretical concepts. Aural perceptions training is continuous.
Prerequisite: MUTH 202

MUTH 210 **Composition Essentials I** **1 cr.**
The writing of complete, performable pieces in a variety of media and forms, and in styles spanning the Classical era to the mid-Romantic era. Creditable twice.
Prerequisites: MUTH 110-111

MUTH 211 **Composition Essentials II** **1 cr.**
The writing of pieces in a variety of media and forms, and in styles spanning the late Romantic era to the mid-20th century. At least one composition must be rehearsed by the composer and performed on a recital prior to the completion of this course. Creditable twice.
Prerequisite: MUTH 210

MUTH 302 **Counterpoint I** **2 crs.**
Analysis and writing in the style of the vocal music of the late Rennaissance.

MUTH 303 **Counterpoint II** **2 crs.**
Analysis and writing in the contrapuntal style of the late Baroque era.

MUTH 304 **Jazz Composition** **2 crs.**
The study of jazz composition and contrapuntal techniques with emphasis on writing for small groups.
Prerequisite: MUJZ 107

MUTH 305 **Electronic Music** **3 crs.**
The study of the synthesizer as a musical instrument, including acoustics, basic electronics, critical study of existing literature, and the composition of at least one substantial work using the composite capacities of the electronic studio.

MUTH 306 **Orchestration I** **2 crs.**
A study of the capabilities and limitations of the orchestral string, wind, and percussion instruments; scoring for choirs of these instrumental families.
Prerequisite: MUTH 202

MUTH 307 **Orchestration II** **2 crs.**
The history of orchestration procedures from the mid-Baroque era to the present. The relationship of orchestration to formal processes and musical aesthetics will be emphasized.
Prerequisite: MUTH 306

MUTH 309 **Modern Arranging** **2 crs.**
Creative scoring for the modern jazz, dance, recording, radio or television orchestra.
Prerequisite: MUJZ 107

MUTH 310 **Composition III** **2 crs.**
Private composition study; original writing in forms, styles, and for media approved by the instructor. At least one prepared recital performance of an original composition is required.
Prerequisite: MUTH 211

MUTH 311 **Composition IV** **2 crs.**
Continuation of Composition III.
Prerequisite: MUTH 310

MUTH 402 **Form and Analysis I** **2 crs.**
Formal and harmonic analysis of music from Wagner to the early 20th century Neotonal composers.
Prerequisite: MUTH 203

MUTH 403 **Form and Analysis II** **2 crs.**
Study of mid-20th century music and its theoretical background.
Prerequisite: MUTH 203

MUTH 410 **Composition V** **2 crs.**
Private composition study; original writing in forms, styles, and for media approved by the instructor. At least one prepared recital performance of an original composition is required. At least one performable piece using non-traditional notational practices must be completed.
Prerequisite: MUTH 311

MUTH 411 **Composition VI** **2 crs.**
Private composition study; original writing in forms, styles, and for media approved by the instructor. A senior recital, constituted by at least one hour of actual music, must be presented, and must include at least one work using electronic media and various other works using a variety of instrumental and vocal forces.
Prerequisite: MUTH 410

MUSIC THERAPY

MUTY 0402

MUTY 116 **Music Therapy I** **4 crs.**
Music therapy in rehabilitation: theory, research and clinical practice. A laboratory in accountability procedures, methods and materials is required.

MUTY 117 **Field Studies I** **1 cr.**
Participation in a number of music therapy settings under the supervision of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 216 **Music Therapy II** **4 crs.**
Music therapy theory, research and clinical practice in psychiatry. A laboratory in professional ethics is required.

MUTY 217 **Field Studies II** **1 cr.**
Practicum experience in a psychiatric setting under the supervision of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 316 **Music Therapy III** **4 crs.**
Evaluative tests, theory, research and clinical practice in music therapy with mentally retarded individuals. A laboratory in behavior management techniques is required.
Prerequisite: Permission of instructor.

MUTY 317 **Fields Studies III** **1 cr.**
Practicum experience in a mental retardation setting under the direction of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 416 **Music Therapy IV** **4 crs.**
Physiological and affective response to music, musical preference and ability. A laboratory in musical acoustics is required.

MUTY 417 **Fields Studies IV** **1 cr.**
Practicum experience in a rehabilitation setting under the direction of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 418 **Music Therapy V** **1-7 crs.**
Clinical training. Students work full time under supervision for six months in a clinical setting approved by the Music Therapy Department. Creditable three times.

NURSING

NURS 0557

NURS 260 **Nursing Foundations I** **4-12 crs.**
Basic approaches to patient care. Focus is on nursing observations and judgement; natural science applications; therapeutic approaches and techniques; and the ethical, legal and psychosocial aspects of nursing care, of adult patients with pathologic needs, states and responses.
Credit by examination

NURS 265 **Nursing Foundations II** **4-8 crs.**
Nursing of adult patients with pathologic needs, state and responses. Focus is on assessment and provision of therapeutic nursing processes in psychiatric dysfunction.
Credit by examination

NURS 270 **Nursing Foundations III** **4 crs.**
Basic nursing concepts and principles of maternal and child care.
Credit by examination

NURS 360 **Theories of Nursing Practice** **3 crs.**
The exploration and application of selected nursing theories to the development and implementation of nursing care. Nursing practice theories are studied from the perspective of the application of analytic, change-inducing and therapeutic processes to client responses along varying points in the health virgule illness continuum. Emphasis is placed on the influence of beliefs, assumptions and values on the client-nurse relationship.
Prerequisite: COMP 119, PHIL 104

NURS 365 **Health Assessment** **4 crs.**
(Theory and Practicum) - Emphasis is on utilization of the tools of assessment to appraise the health of individuals. Knowledge from the biological and social sciences, and the nursing process are applied to the systematic assessment of clients in all phases of life cycle transition. Psychosocial, cultural and physical factors are stressed.
Prerequisite: NURS 260, 265, 270, 360; Lower division requirements; BIOL 210, 211, 212, 335; CHEM 105, 106

NURS 370 **Leadership and Change** **4 crs.**
(Theory and Practicum) - Emphasis is on the leadership process as the professional role for nursing practice. The principles and concepts of the essential elements of the leadership process are incorporated including change, decision-making collaboration, conflict resolution, communication, power and the bureaucratic structure. Focuses on the nursing role of leader/manager in health care setting.
Prerequisite: NURS 260, 265, 270, 360; Lower division requirements

NURS 375 **Mental Health: Nursing in the Life Cycle** **4 crs.**
(Theory and Practicum) - Emphasis is on the study and application of selected theories of human behavior to the therapeutic use of self with individuals and groups. Learning experiences focus on facilitating positive change in the person via self awareness, coping, growth and learning. Methods for elevating the quality of care for the individual and the group are explored. Practicum includes participation in an experiential group and the facilitation of a life cycle transition group.
Prerequisites: NURS 360; 365 and adjunct courses from behavioral sciences.

NURS 450 **Research and Evaluation** **3 crs.**
Focus is on the analytic processes as essential elements of the empirical body of nursing knowledge. Specific concepts of research and evaluation are applied to clinical nursing problems for the purpose of maximizing the potential of client health. The historical and contemporary aspects of nursing research are studied.
Prerequisites: NURS 360; 370; Statistics

NURS 455 **Client Teaching Systems** **4 crs.**
(Theory and Practicum) - Focus is on the application of health counseling techniques and learning systems to teaching individuals and groups of clients in managing health or illness requirements.
Prerequisites: NURS 360; 365; 370; 375; may be taken concurrently with NURS 460

NURS 460 **Community-Family Health Care** **4 crs.**
(Theory and Practicum) - Critical analysis of the individual family and their relationship within and to the community. Emphasis is on optimizing patterns of health response. Included are traditional systems as well as the psychosocial and cultural aspects in the environment that enhance or mitigate against the health of a community. Community health is viewed from the perspective of health as a holistic integrated method of functioning. A focus will be on the health assessment of families.
Prerequisites: NURS 360; 365; 370; 455; and adjunct courses from the behavioral and social sciences.

NURS 461 **Community Health Care** **4 crs.**
(Theory and Practicum) - The study of community health care services systems with emphasis on community health assessment. Emphasis is placed on optimizing cultural patterns of health response and the study of natural life phenomena of health virgule illness. Nursing as a change process is emphasized. Learning experiences focus on the design and implementation of nursing system reflective of nursing theory, research, leadership and mental health concepts. A holistic nursing approach is fostered throughout.
Prerequisites: NURS 360; 365; 370; 375; 455; 460

NURS 465 **Introduction to Critical Care Nursing** **3 crs.**
This course presents an overview of the nursing process as implemented with clients in medical, surgical and cardiac intensive care settings. The focus is on nursing activities planned around the client's needs, states and responses during health crises. Special topics include intensive care nursing in neurological and coronary care settings.
Prerequisites: BIOL 210, 211, 212, 335; CHEM 105, 106; NURS 365

NURS 467 **Care of Gerontological Client** **3 crs.**
This course focuses on the aging process. Emphasis is placed on assisting and facilitating the aging person to use positive functional indicators in health and illness. Additionally, it focuses on clients needs, states and responses (N-S-R) during this developmental period. Open to Non-nursing students.
Prerequisites: Permission of instructor.

NURS 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

ORGANIZATIONAL SCIENCES

ORGS 0569

ORGS 100 **Introduction to Organizational Sciences** **3 crs.**
An examination of the sociological and psychological mechanisms that account for the independent structure and functioning of highly specialized and differentiated occupational groups and formal organizations.

ORGS 105 **Women in the World of Work** **3 crs.**
A course for women and men to explore women's roles at home and in the work world. Special attention will be focused on how women combine work outside of the home, marriage, family and community.

ORGS 265 **Communication in Organizations** **3 crs.**
A course in the fundamental principles of communicating in business and professional situations. Emphasis is placed on interviewing, group discussion and public speaking — including audience analysis, speech composition, delivery and effective use of audio-visual aids.

ORGS 360 **Research Methods** **3 crs.**
Data collection, reduction, and analysis are covered for the major forms of research used in the behavioral and social sciences. Experimental analysis, control group designs, and survey research are given equal weight. Tests and measurements and computer applications are mentioned.
Prerequisite: Statistics

ORGS 365 **Program Planning and Evaluation** **3 crs.**
The course examines how social research contributes to effective policy making and evaluation. Topics covered include conceptual, methodological, bureaucratic, political, and organizational factors hindering sound evaluation in addition to specific research techniques used in program evaluation.
Prerequisite: ORGS 360

ORGS 370 **Work and Family Life** **3 crs.**
This course focuses on the changes in work, changing attitudes about the roles of men and women, changes in families, sources of stress, coping strategies and organizational responses and adaptations.

ORGS 496 **Seminar in Organizational Sciences** **1 cr.**
The capstone course for students in organizational sciences. This course is designed to provide occupational direction to majors and assist them in developing occupational choices.
Prerequisite: Senior standing and permission of instructor.

ORGS 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

PHILOSOPHY

PHIL 0233 and PHIL 0533

College of Arts & Sciences

PHIL 122 **Introduction to Philosophy** **3 crs.**
Common Curriculum: Introductory
This course will introduce the student to philosophy through a consideration of selected fundamental questions and methodologies as seen in the thoughts and writings of significant philosophers.

PHIL 130 **Philosophy of Aesthetics** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
An inductive study of aesthetic experience, leading to an analysis of the concept of beauty in nature, art in general, and each of major arts. Reflections on aesthetic dimension of human existence, including influence on man of natural beauty and relationship of art and truth, art and morality, art and religion.

PHIL 132 **Art/Industrial Revolution** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course examines the portrayal of the industrial revolution in 19th century England by Engels, Mill, Dickens, and Ruskin. The criticism of industrial society's destruction of the worker's role as artist is also discussed. Recent humanistic criticisms of technology are also examined, e.g., Munford.

PHIL 133 **Science And Ideology** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The purpose of this course is to examine traditional view of science as an objective process of discovery and degree to which this view is valid. Topics will include fact/value dichotomy, nature of scientific revolutions, reciprocal interaction between ideology and science, and whether science is ideology. (Also listed as POLS 144.)

PHIL 134 **Medical Ethics** **3 crs.**
Common Curriculum: Humanities/Arts Modern
After brief introduction to some basic principles useful in moral decision making, course introduces student to some areas of general interest in area of medical ethics such as: Lying and confidentiality, suicide and the refusal of lifesaving treatment, euthanasia and care of the dying, experimentation on humans, abortion, alchoholism, etc.

PHIL 135 **Philosophy Of Right** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A philosophical expose of the life, struggles, death and ultimate transformation of the concept of "right." The central issue of the course: Is the violation of a human right a crime against nature?

PHIL 136 **Modern Isms** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The theoretical foundations of modern systems of political order: Communism, Facism, Anarchism, and Democratic Liberalism. Investigates the basis of modern "isms" in the rejection of the ancient conception of nature and human nature and theoretical differences of the various "isms."

PHIL 140 **European World-Views** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Evolution in Europe of world-views from the modern period to the contemporary period, with emphasis on the transition from 19th to 20th century. Course presents underlying basis for different value appropriation. Many problems emerge in today's culture which have roots in changes of 19th century.

PHIL 142 **American Value Options** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Examination of the theoretical basis for varying value structures as developed by the major American philosophers, with emphasis on unifying traits within various American positions as well as diversity among them. Student will be expected to use his understanding of material in coming to grips with his own value orientation.

PHIL 144 **Philosophy of Law** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course examines ethical principles as they bear on disputed legal issues such as capital punishment, equal protection, school integration, affirmative action, welfare/taxation/economic justice.

PHIL 148 **History and Philosophy of Labor** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Organization of labor is crucial factor in comprehensive understanding of foundations of societal decision-making processes, formation of its conceptual structures, and general spiritual orientation of society. In discussions, students will be expected to make critical analysis of problems confronted by labor in history. (Also listed as HIST 148)

PHIL 152 **Making Moral Decisions** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Initial lectures on the principles of personal and moral decision-making will lead to consideration of those ethical positions influential on the current American scene: egoistic, legalistic and cultural relativism, situationism, hedonism, moral sense theory, pragmatism, naturalism, natural law theory, psychoanalysis, existenialism.

PHIL 158 **Philosophy of Man** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This course will investigate what St. Thomas Aquinas holds on these problems: The difference between humans and brutes, between men and women, on instincts, on the environment-heredity controversy, on human unity, evolution, freedom, maturity, the development of consciousness, the meaning of love, and the possibility of survival after death.

PHIL 160 **Worldviews and Ethics** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Explores influence of man's view of the world on his value judgments: Homeric ideal; Chthonians, Olympians, Orphics; rise of philosophy (pre-Socratics); Socrates — Plato; Aristotle; Epicureanism vs. Stoicism; transition from pre-Christian to Christian thought; Augustine; Aquinas.

PHIL 162 **Classics in Moral Literature** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Study of classics that reflect the gradual transformation of moral consciousness in antiquity, including readings from Plato and Aristotle. The implications of ancient moral thought and its abandonment by modernity will be examined in two classics of modern moral literature, one from Kant and the other from Nietzsche.

PHIL 164 **Scientific Revolutions** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A critical study of conceptual change in the scientific description of nature. This course will focus on actual revolutions in the history of the natural sciences with an eye towards the causes and consequences of the ways in which science alters its understanding of the physical world.

PHIL 168 **Themes in American Philosophy** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The course will examine, compare and contrast the basic themes and points of view of major classical American philosophers (Peirce, James, Dewey, Royce, Santayana, Whitehead).

PHIL 170 **Philosophy of Knowledge** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Philosophical examination of origin and nature of man's knowledge, with a focus on diversity of philosophical perspectives which have been brought to such an examination. Course will discuss problems arising within and insights offered by each perspective and interrelationships among various perspectives.

PHIL 172 **Philosophy of Education** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Educational aims and procedures reflect fundamental normative judgments about what a good person is and what a good society is. Examination of ideals of personhood and society that ought to be central to education with special concern for meaning of moral, liberal education for individuals and justice, equality, and democracy for schools.

PHIL 173 **Auschwitz and After** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The Nazis' systematic and legal process of mass annihilation has become a legacy for every technology-oriented mass society. The major question which every responsible citizen must address is whether the tendency to transcend the human dimension is being allowed to operate in our cultural, social, and political life.

PHIL 176 **Experimentation: Ethics and Law** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course will investigate experimentation in science dealing with human subjects. Experimentation will be considered in three modes: description of research, ethical issues raised by research, and/or its application and legislative policy and judicial decisions relevant to the research.

PHIL 177 **Minds and Machines** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course will exam. the philosophical foundation for contemporary theories of human consciousness. Various theories of the self as well as the traditional problems surrounding the relationship and interactions between mind and bodies will be considered. These problems will be presented in the context of a survey and evaluation of the field of artificial intelligence

PHIL 178 **Philosophy of God** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course will treat the existence and the nature of God according to the philosophies of Kant, Anselm, Aquinas, and Whitehead. Among the topics of discussion will be: atheism, agnosticism, theism, and the process philosophy.

PHIL 180 **Freedom and Oppression** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The conceptual relationship of freedom and oppression, how the philosophical limits of the former determine our understanding of the latter and hence, our ability to resolve the problems of oppression. Readings in Marx, Skinner and Camus will disclose the three major conceptions of freedom presupposed in actions and concerns of modern man.

PHIL 182 **World Views in Transition** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course examines intellectual and cultural developments which gave rise to "modern" world-view and how it has shaped American thought through the centuries. Course then explores gradual shift in America from a "modern to a contemporary" world-view, showing that American thought exists within a period of world-views in transition.

PHIL 184 **Philosophical Themes in Literature** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The examination of literary works in terms of major problems that affected the contemporary person. The course will center on the problem of choice in an age of nihilism, the attempt to find a ground for faith in a skeptical period, and an adequate definition of the nature of man in the face of scientism.

PHIL 186 **Religious Experience and Philosophy** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Accounts of religious experience unfold their fundamental meaning and structures in relation to those of human experience. Students will come to understand explicitly nature, limits and implications of religious experience. Special attention to relation between religious and aesthetic experience — and their foundation in existence.

PHIL 188 **Science Fiction: Anatomy/Wonder** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Science Fiction provides a rich medium for aesthetic experience; wonder and awe that occur when one encounters the familiar in unexpected guise. It also invites one to extend creative possibilities opened up by modern speculative science — a wealthy medium for aesthetic concerns of psychological and philosophical kind. (Also listed as PSYC 136)

PHIL 196 **Models of Knowledge** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Study of significant changes that have developed in understanding nature of knowledge from ancient times to present, focusing on four models of knowledge in philosophies of Plato, Descartes, Dewey, and C. I. Lewis. Broad cultural, social, and scientific backdrops lead to acceptance or rejection of each model.

PHIL 201 **Practical Logic** **3 crs.**
This course will introduce the student to the application of practical logical techniques in the analysis and formulation of rational arguments. Topics will include how to find premises and conclusions in an argument, definitions, informal fallacies, syllogisms, Venn diagrams, induction, Mill's Methods, etc.

PHIL 206 **Introduction to Symbolic Logic** **3 crs.**
An introduction to the techniques of symbolic logic in argument analysis and to the science of logic as the analysis of formal deductive systems.

PHIL 210 **Metaphysics** **3 crs.**
An historical and theoretical examination of the question, "What does it mean to be," or "What is reality, as distinct from mere appearance?" The course begins with a study of ancient philosophical explanations of reality, and goes on to study the historical evolution of both the problem of metaphysics and its various resolutions.

PHIL 215 **Ethics** **3 crs.**
An examination of ethical theories especially utilitarian and deontological theories and their application to disputed moral problems. A central issue of the course is the validity of ethical judgments and ethical theories.

PHIL 220 **Epistemology** **3 crs.**
Historical and problematic approach to the problems of knowledge, with emphasis on various individual responses to key issues, such as, perception, truth, meaning, universals, induction, a prior knowledge, etc.

PHIL 233 **Honors Philosophy I: Ethics** **3 crs.**
Common Curriculum: Presidential Scholars
Questions in ethics. The student will be introduced to philosophical inquiry through an investigation of basic ethical questions. The course will include some reading of primary texts and the examination of some contemporary ethical problems.

PHIL 234 **Honors Philosophy II: Metaphysics** **3 crs.**
Common Curriculum: Presidential Scholars
Questions in metaphysics: This course will include an historical and theoretical examination of such questions as "What does it mean to be?" and "What is reality, as distinct from mere appearance?"

PHIL 235 **Honors Philosophy III: Knowledge** **3 crs.**
Common Curriculum: Presidential Scholars
Questions in the theory of knowledge: This course will involve an intensive examination of basic issues concerning the foundations and justification of human knowledge, with a focus on such topics as perception, truth and meaning.

PHIL 236 **Honors Philosophy IV: Major Philosophers** **3 crs.**
Common Curriculum: Presidential Scholars
The course will investigate the philosophy of major philosophers primarily through the careful analysis of some of the original writings.

PHIL 300 **Philosophy of Science** **3 crs.**
Introduction to basic themes of recent philosophy of science including scientific methodology, concepts, and presuppositions. Through an examination of different models of scientific explanation, course will expose student to problems of inductive reasoning, status of observations, laws, theories, theoretical entities, scientific revolutions.

PHIL 310 **Philosophy of Art** **3 crs.**
An inductive study of aesthetic experience, leading to an analysis of the concept of beauty in nature, art in general, and each of the major arts. Reflections on art and life.

PHIL 315 **Philosophy of History** **3 crs.**
A consideration of the problems of knowledge in history, including the problems of the nature of history, historical truth, explanation, and objectivity. Also a consideration of some of the principal general theories of historical development.

PHIL 320 **Social and Political Philosophy** **3 crs.**
An inquiry into the origin, nature, and necessity of political order. The relation of the individual to the social and political whole, the origin, nature, and just use of political authority, the nature of rights and duty, the problem of freedom, and the philosophical prerequisites of a just social order will be treated.

PHIL 340 **Being and God** **3 crs.**
A philosophical reflection on the questions of the existence of God, his nature and his relationship to the world in the light of the metaphysics of being. Includes readings pro and con on important positions with discussion.

PHIL 345 **History of Philosophy I** **3 crs.**
A survey of the history of ancient and medieval philosophy in the West.

PHIL 346 **History of Philosophy II** **3 crs.**
A survey of the history of modern and contemporary Western philosophy.

PHIL 350 **Philosophy of Person** **3 crs.**
The four questions of freedom and determanism, individuality and sociality, mind-body unity, and immortality are considered from the perspectives of naturalism, existentialism, substance, and process. Each student writes tentative position papers on these questions with a personal overall philosophical perspective.

PHIL 400 **History of Ancient Philosophy** **3 crs.**
The Pre-Socratic, Plato, Aristotle, the Epicurians, Sceptics, Stoics, Plotinus and early Christian thought.

PHIL 405 **Survey of Medieval Philosophy** **3 crs.**
Historical study of the main ideas of the medieval period from St. Augustine to the Renaissance.

PHIL 410 **History of Modern European Philosophy** **3 crs.**
Readings from works of Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant.

PHIL 415 **Contemporary Philosophy** **3 crs.**
Survey of major traditions in history of Post-Kantian philosophy, beginning with rise of German idealism and reactions against it, course will explore inter-relations between different themes in 19th century thought and how these developments laid foundations of various philosophical perspectives of 20th century.

PHIL 430 **American Philosophy** **3 crs.**
A study of the philosophies of Peirce, James, Dewey, Royce, Santayana, Mead, Lewis, and Whitehead, with emphasis on the emergence of classical American philosophy as a response to philosophic, social, and scientific developments.

PHIL 435 **Existentialism** **3 crs.**
Treatment of the characteristic existentialistic themes as exemplified in the writings of Kierkegard, Nietzsche, Heideggar, Jaspers, Marcel, and Sartre.

PHIL 440 **Phenomenology** **3 crs.**
This course treats the problems which gave rise to contemporary phenomenology and some of the main figures: Husserl, Scheler, Heidegger, Merleau-Ponty, Sartre, and Ricoeur.

PHIL 450 **American Pragmatism** **3 crs.**
A study of Peirce, James, Dewey, Mead, and Lewis with emphasis on philosophical, social, scientific, and mathematical developments influential in the growth of pragmatism, its structure as a system, and the individual differences within this common general system.

PHIL 455 **Marx and Technology** **3 crs.**
An examination of Marx's theory in the light of contemporary technology and an evaluation of technology in terms of Marxian theory.

PHIL 465 **Intro to Analytic Philosophy** **3 crs.**
A study of the rise of contemporary anglo-american analytic philosophy as practiced through the methods of logical and linguistic analysis.

PHIL 493 **Seminar: Major Author** **3 crs.**
An in-depth analysis of the thought of a major philosopher. Content varies.
Prerequisite: Permission of instructor.

PHIL 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of research.

PHIL 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

PHIL 498 **Position Paper Seminar** **3 crs.**
Every week each seminar member writes a two-page paper expressing his tentative position on a major question from the philosophy of person, knowledge, conduct, and God. The papers are discussed with other seminar members and the director, then unified in a final synthesis paper on which the student is examined orally by three philosophy teachers.

PHIL 499 **Independent Study** **arr.**

City College

PHIL 104 **Logical Reasoning** **3 crs.**
A beginning level course in informal logic. This course is designed to help the student to improve his or her skills at distinguishing good arguments from bad ones. Those topics which are treated include: uses of language, meaning and definition, inductive arguments, deductive arguments, disputes, and fallacious arguments.

PHIL 105 **Symbolic Logic** **3 crs.**
A beginning level course in formal logic. This course is designed to help the student to improve his or her skills at thinking with rigor and precision. It features a thorough treatment of the propositional and predicate systems of argument analysis.

PHIL 261 **Moral Decisions** **3 crs.**
An examination of such questions as: What is good and what is evil? Which actions are right and which actions are wrong? Are people morally responsible? Contemporary moral issues such as abortion, capital punishment, sexual equality, discrimination, sexual integrity, pornography, economic injustice, and ecological responsibility are treated in the light of major ethical theories.

PHIL 263 **Technology and Human Values** **3 crs.**
A study of the relationship between technology, social change, and human values. This study includes analyses of several visions of the promises and the threats of technology and a survey of the history of technology. Other topics which are treated include: human nature, freedom, the impact of technology upon nature, and alternative technologies.

PHIL 267 **Political Ideologies** **3 crs.**
An investigation into the nature and theoretical foundations of such modern political ideologies as conservatism, classical and contemporary liberalism, fascism, Marxism, and anarchism. Their positions on issues like freedom, community, equality, power, authority, technological development, and social order are critically analyzed.

PHIL 269 **Bioethics** **3 crs.**
A study of the ways in which the principles of moral decision-making can be applied to such moral issues as abortion, euthanasia, defective newborns, death, dying, experimentation on humans and animals, placebos, genetic engineering, behavior modification, cloning, interpretations of health and disease, and the allocation of social resources.

PHIL 271 **Ecology and Moral Responsibility** **3 crs.**
An examination of the ethical implications of ecological principles. The issues which are discussed include population growth, urbanization and centralization, economic growth and its limits, wilderness preservation, human responsibilities toward other species, scarcity and human development, and the nature of ecological crises.

PHIL 275 **Organizational Ethics** **3 crs.**
An ethical analysis of the major theories of organization. This course includes a survey of those ethical theories and moral principles which can be applied to theories of scientific management, human relations, and participatory democracy. These principles include: justice, rights, equality, impartiality, universality, utility, and self-realization.

PHIL 361 **Great Ideas in Philosophy** **3 crs.**
A study of enduring questions such as the nature of the self, free will, appearance and reality, limits of knowledge, and the meaning of existence. Philosophers studied include Lao Tzu, Plato, Aristotle, Thomas Aquinas, Descartes, Spinoza, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Marx, Whitehead, Heidegger, James, and Wittgenstein.

PHIL 363 **Philosophy of Human Nature** **3 crs.**
An examination of some of the philosophical questions about the nature of human beings. Questions about human freedom, the self, human potential and self-realization, and the relationships of the self to others, to the world, and to God are discussed.

PHIL 365 **Contemporary Atheism** **3 crs.**
A study of the theological structure of modern atheism. This course includes a study of the roots of atheism in the epistemology of Descartes, Kant, Hume, Hegel, James, Marx, and Sartre. The issue of human misery as an objection against the goodness of God is treated. And, the question of alienation in the philosophies of Feuerbach and Marx is discussed.

PHIL 370 **Personal Growth Through Wisdom** **3 crs.**
An interdisciplinary investigation into the philosophy and the theology of the religious experience of dependence upon an absolute God. In this course questions about the validity of human knowledge about God, agnosticism, and the possibility of revelation are discussed.

PHIL 375 **Philosophy in Literature** **3 crs.**
A study of some of the philosophical themes which are implicit in the writings of such literary figures as Sophocles, Dostoevsky, Voltaire, Zola, Rilke, Huxley, Orwell, Brecht, Beckett, Camus, Hesse, Kafka, Dos Passos, Sartre, and Pirsig.

PHIL 435 **Existentialism** **3 crs.**
A study of the works of such existentialist figures as Kierkegaard, Nietzsche, Heidegger, Jaspers, Marcel, James, Buber, Tillich, Camus, and Sartre.

PHIL 461 **Philosophies of Education** **3 crs.**
A survey of some theories about the purpose of education and how these imply judgments about knowledge, human nature, human well-being, the good society, and the function of educational institutions. Works of such figures as Plato, Aristotle, St. Augustine, Locke, Rousseau, Tolstoy, Dewey, Russell, Goodman, and Skinner are read.

PHIL 463 **Oriental Philosophies** **3 crs.**
A survey of major philosophical traditions of the Orient. These include Vedanta, Taoism, Confucianism, Buddhism, and Zen. Such figures as Sankara, Ramanuja, Madhva, Lao-Tzu, Chuang-Tzu, Confucius, Mencius, the Buddha, Suzuki, Radhakrishnan, and Aurobindo are studied.

PHIL 465 **Philosophy of Religion** **3 crs.**
An examination of questions about the nature and the existence of God, faith and revelation, immortality, miracles, religious experience, and the future of religion. Such figures as St. Anselm, St. Thomas, Hume, Kant, James, Freud, Maritain, Kierkegaard, and Tillich are studied.

PHIL 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

PHYSICS

PHYS 0234 and PHYS 0534

College of Arts & Sciences

PHYS 110 **Basic Physics I** **5 cr.**
Introductory course in physics intended for students whose areas of concentration are chemistry, math, physics or preengineering. Three lectures, one lab and one review per week.
Corequisite: MATH 257-258

PHYS 111 **Basic Physics II** **5 crs.**
Same description as PHYS 110.

PHYS 115 **General Physics I** **4 cr.**
The principles of mechanics, heat, sound, light, magnetism, electricity and fundamentals of atomic physics. In presenting these topics the special interest of the biological sciences and the general education groups are kept in view. Three lectures and one lab per week. A knowledge of algebra and trigonometry is required.

PHYS 116 **General Physics II** **4 crs.**
Same description as PHYS 115.

PHYS 117 **Mathematical Physics I** **3 crs.**
First year introduction to the techniques of mathematical physics involving real and complex vectors, matrices, and the algebra of linear operators as applied to actual problems in the areas of classical, relativistic and quantum physics. (With Departmental approval, equivalent Mathematical Sciences courses may be substituted.)
Prerequisites: PHYS 110 and MATH 257.

PHYS 119 **Lab Techniques** **1 cr.**
The course introduces the student to special techniques and skills needed in experimental work in physics and engineering. Areas usually covered include: Machine Shop techniques: Use of lathe, drill press, mill, and basic hand tools; Elementary Glass Blowing techniques: joining tubing, bending tubing, use of glass lathe: Computer skills: Elementary programming. Course meets once a week for one semester.

PHYS 122 **Introduction to Physics** **3 crs.**
Common Curriculum: Introductory
Purposes of the course are (1) to familiarize the student with the behavior of physical reality, (2) to consider the manner in which scientists across the ages have philosophized on physical reality, (3) to contrast classical physics with modern physics, and (4) to foster within the students a scientific literacy.

PHYS 123 **Introduction to Physics Laboratory** **1 cr.**
Common Curriculum: Introductory
For Education students.

PHYS 134 **Astronomy** **3 crs.**
Common Curriculum: Natural Sciences Modern
The purpose of this course is to place the participant in a cultural mainstream of mankind's past, present, and future by making available the rich mines of both historical astronomy and space age discoveries and theories in a comprehensive and comprehensible form.

PHYS 136 **Modern Physics Ideas** **3 crs.**
Common Curriculum: Natural Sciences Modern
Foundations of two major theories of contemporary physics: relativity and quantum theory. Approach will be conceptual with no physics background assumed. Aim will be to introduce student to frame of reference in terms of which we must view the universe in very large, cosmological, and in very small, subatomic scales.

PHYS 195 **Special Projects I** **1 cr.**

PHYS 200 **Seminar I** **arr.**
Regular meetings, obligatory for all physics students. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities.

PHYS 201 **Seminar II** **1 cr.**

PHYS 220 **Electromagnetic Theory I** **3 crs.**
A detailed development and application of the laws of electromagnetism and an introduction to vector calculus. Application of Maxwell's equations are covered including plane waves, reflection and refraction and radiation.
Prerequisites: PHYS 110-111; MATH 257, 258, 259

PHYS 225 **Electromagnetic Theory II** **3 crs.**
Same description as PHYS 220.

PHYS 228 **Quantum Topics** **3 crs.**
An introduction to the basic physical theories governing the atomic, nuclear and subnuclear domains, with emphasis on the computational solution of problems suitable to the second year level.

PHYS 230 **Introduction to Electronics I** **3 crs.**
A two semester lecture-laboratory course treating circuit theory and the properties of electronic tube and solid state devices. Two lectures and one lab per week.
Prerequisites: PHYS 110-111; MATH 118 OR 257

PHYS 231 **Introduction to Electronics II** **3 cr.**
Same description as PHYS 230.
Prerequisite: PHYS 111

PHYS 240 **Astronomy** **3 crs.**
A first survey course in astronomy. Special emphasis is placed on the historical (practical) aspects as well as the recent discoveries and theories.

PHYS 295 **Special Projects II** **arr.**

PHYS 300 **Theoretical Physics I** **3 crs.**
A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and special relativity. Mechanics.
Corequisite: MATH 430

PHYS 301 **Theoretical Physics II** **3 crs.**
Same description as PHYS 300.

PHYS 330 **Advanced Electronics** **3 crs.**
Topics and experiments covering the theory, design, and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one lab per week.
Prerequisite: PHYS 230-231

PHYS 335 **Mathematical Physics II** **3 crs.**
Third year course designed to give the student a full mastery of the techniques of mathematical physics relating to linear and nonlinear differential equations and related areas (Fourier analysis, Laplace transforms, orthogonal functions, etc.) with special emphasis on the equations of classical mechanics, the Schroedinger equation and the Dirac equation. (With Departmental approval, equivalent Mathematical Sciences courses may be substituted.)

PHYS 395 **Special Projects III** **arr.**

PHYS 400 **Theoretical Physics III** **3 crs.**
A continuation of the theoretical physics sequences, stressing electromagnetic field theory, quantum mechanics and relativity.
Prerequisite: PHYS 300-301

PHYS 401 **Theoretical Physics IV** **3 crs.**
Same description as PHYS 400.
Prerequisite: PHYS 300-301

PHYS 410 **Thermal Physics** **3 crs.**
An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac, and Bose-Einstein distributions.
Prerequisite: PHYS 228

PHYS 420 **Solid State Physics** **3 crs.**
An advanced level, single semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semiconductors, electrical and magnetic effects in solids.
Prerequisite: Instructor's approval.

PHYS 440 **Advanced Physics Lab I** **2 crs.**
An advanced lab with minimum supervision with the objectives of training students to be self reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level in mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectrosopy, and electronics. Two labs per week.

PHYS 441 **Advanced Physics Lab II** **2 crs.**
Same description as PHYS 440.

PHYS 442 **Advanced Physics Lab III** **2 crs.**
Same description as PHYS 440.

PHYS 495 **Special Projects IV** **arr.**
Prerequisite: PHYS 395

PHYS 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

PHYS 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

PHYS 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

PHYS 499 **Independent Study** **arr.**

POLITICAL SCIENCE

POLS 0235 and POLS 0535

College of Arts & Sciences

POLS 100 **Introduction to American Government** **3 crs.**
Structure, development, powers, and limits of the federal government.

POLS 130 **Politics and Film** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Films are not purely entertainment or art; films also reflect attitudes and values of a society, including its politics. Cinema does not exist in state of innocence; it also has political content, whether conscious or unconscious, hidden or overt.

POLS 132 **Comparing Political Experience** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Examination of political systems of two North American nation states (Canada and Mexico) as a means of analyzing how differing systems deal with universal political problems such as national identity, allocation of values, and participation in governmental decision-making.

POLS 134 **Politics and Corruption** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Issues of morality and corruption in American political life. Basic questions are: What moral standards guide the politician? What should guide him? What can be done to make the system work better? How widespread is corruption in America and what forms does it take?

POLS 144 **Science and Ideology** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
The purpose of this course is to examine traditional view of science as an objective process of discovery and degree to which this view is valid. Topics will include fact/value dichotomy, nature of scientific revolutions, reciprocal interaction between ideology and science, and whether science is ideology. (Also listed as PHIL 133.)

POLS 146 **Politics and Society** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
The course is designed to introduce the student to the tools available for understanding and making decisions about both current and recurring political problems in modern society: Who should govern, who does govern, what is just government, are all citizens equal, must the individual or society prevail, what are rights, what is law.

POLS 200 **European and Comparative Government I** **3 crs.**
Comparative political theory and exploration of cross national categories for political analysis. Great Britain: origin of British constitution; the Crown, Parliament, etc. France: heritage of the revolution and subsequent political structures; emphasis on politics of fifth republic. British-French systems compared.

POLS 201 **European and Comparative Government II** **3 crs.**
Germany: 1871 present. Soviet Union: Background to the 1917 Communist Revolution; Lenin, Stalin, and the Soviet government today. Introduction to Chinese politics.

POLS 210 **Introduction to Administrative Process** **3 crs.**
Nature and role of public administration in contemporary America. Emphasis on values and political influences which shape modern administration.

POLS 211 **The American Presidency** **3 crs.**
Examination of American presidency in American government and politics. Emphasis on interaction between chief executive and other main national policy-makers, congress and supreme court. Nature of presidential leadership, its development, and influence of personality on growth of the office receive special attention.

POLS 212 **The Legislative Process** **3 crs.**
National, state, and local legislatures as lawmaking and political bodies with emphasis on the U.S. Congress. The legislative process including procedures, performance, and the role of the executive and parties and interest groups.

POLS 213 **American Political Thought** **3 crs.**
A roughly chronological survey of basic themes in American political thought, beginning with the 17th century European origins of American political thought and extending to modern attempts to strike a balance between individual rights and social needs.

POLS 215 **Introduction to State and Local Politics** **3 crs.**
Role of the states and localities in the American federal system. Emphasis on political cultures and styles, policy-making institutions and the changes reshaping their place in American government.

POLS 220 **Introduction to Urban Politics** **3 crs.**
Governmental and political life of urban America.

POLS 230 **History of Political Thought I** **3 crs.**
Approaches the development of Political Thought from a "traditional" view, employing cultural and intellectual history and traditional philosophy to review the social, historical, and political contexts of thinkers such as Plato, Aristotle, Augustine, Aquinas, Machiavelli and others.

POLS 231 **History of Political Thought II** **3 crs.**
Utilizes the same approach of POLS 230, but covers the period from 1500 to the present. Includes considerable discussion of Hobbes, Locke, Rousseau, Bentham, Mill, Hegel and Marx.

POLS 300 **Constitutional Law I** **3 crs.**
Origins of constitutionalism and the framing of the American constitution; nature and scope of judicial review; sources and nature of legislative power, state power to regulate, etc.

POLS 301 **Constitutional Law II** **3 crs.**
Examination of individual rights and liberties, emphasis on development since 1937.

POLS 305 **Political Parties and Pressure Groups** **3 crs.**
Party system, theory and practice on national, state, local level. Nominations, conventions, etc. Major pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on government.

POLS 306 **Political Leadership** **3 crs.**
The nature and role of leadership in modern politics. Approaches to understanding leadership, with emphasis on leaders as agents of value change.

POLS 315 **International Relations** **3 crs.**
Comprehensive, systematic study of fundamental principles that govern international politics.

POLS 320 **US Foreign Policy** **3 crs.**
Post WW II U.S. behavior in international arena. Emphasis divided between U.S. actions and reactions on world-wide scale. Discussion of current events weekly.

POLS 325 **Foreign Policy of USSR** **3 crs.**
Soviet foreign policy since the revolution is presented and evaluated. Emphasis given to Sino-Soviet relations. Discussions of current events weekly.

POLS 340 **International Law and Organization** **3 crs.**
Designed to examine patterns of legitimacy and communitarian behavior in the international system. Attention given to the relationship between international law and contemporary international organizations such as the United Nations.

POLS 343 **Fundamentals Of Research** **4 crs.**
The philosophy, assumptions, and approaches of modern political science and research into political phenomena. The validity and meaning of research findings and strategies are compared with special attention to the kind of data each requires and the level of generalization each satisfies.
Prerequisite: 9 hrs of political science.

POLS 346 **Political Behavior** **3 crs.**
An examination of the psychological, cultural, and social bases of political behavior, including the study of attitude formation, group affiliation, collective behavior, and the role of values in political behavior.

POLS 415 **Seminar in American Politics** **3 crs.**

POLS 420 **Seminar: Political Power** **3 crs.**

POLS 425 **Seminar in Comparative Politics** **3 crs.**

POLS 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

POLS 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

POLS 499 **Independent Study** **arr.**

City College

POLS 100 **Introduction to American Government** **3 crs.**
A study of the structure, development, powers, and limits of the federal government.

POLS 210 **Introduction to Administrative Process** **3 crs.**
A study of the nature and role of public administration in contemporary America. Emphasis is placed on values and political influences which shape modern administration.

POLS 215 **Introduction to State and Local Politics** **3 crs.**
A study of the role of the states and localities in the American federal system. Emphasis is placed on political cultures and styles, policy-making institutions and the changes reshaping their place in American government.

POLS 220 **Introduction to Urban Politics** **3 crs.**
A study of governmental and political life in urban America.

POLS 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

PORTUGUESE

PORT 0230

PORT 100 **First Year Portuguese I** **3 crs.**
The fundamentals of the language. Primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

PORT 101 **First Year Portuguese II** **3 crs.**
Same description as PORT 100.
Prerequisite: PORT 101 or its equivalent.

PORT 499 **Independent Study** **arr.**

PSYCHOLOGY

PSYC 0236 and PSYC 0536

College of Arts & Sciences

PSYC 100 **Introduction to Psychology** **3 crs.**
Survey of the major fields of psychology. Prerequisite for all other psychology courses.

PSYC 110 **History of Psychology** **3 crs.**
Study of significant individuals and concepts in the emergence of psychology as an independent discipline and a contemporary science.
Prerequisite: PSYC 100

PSYC 130 **Models of Human Behavior** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Modern psychology is dominated by three viewpoints: Psychoanalysis, Behaviorism, and Humanistic Psychology represented by Freud, Skinner, and Rogers. A major work by each forms the textural base. Position papers evaluate each against a common set of problems.

PSYC 134 **Horror: Fiction and Film** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Vampires, werewolves, things that go bump in the night — these are the easy to understand basics of horror. Not so easy, is our response to horror. We will use fiction and film to build a framework for understanding psycho-aesthetic responses to horror and to look at possible applications to every day life.

PSYC 136 **Science Fiction: Anatomy/Wonder** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Science fiction provides a rich medium for aesthetic experience; wonder and awe that occur when one encounters the familiar in unexpected guise. It also invites one to extend creative possibilities opened up by modern speculative science — a wealthy medium for aesthetic concerns of psychological and philosophical kind. (Also listed as PHIL 188)

PSYC 138 **Ancient Mythologies** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Ancient mythologies of mankind, from pre-Biblical Egypt, pre-Homeric Greece, Hagiological legends, to the farthest reaches of the Americas, are seen from the perspective of the psychologist. Well-loved myths of classical antiquity as well as less-known Celtic, Teutonic, Aztec, Mayan, and Incan, and American Indian legends will be studied.

PSYC 142 **Drugs and Future of Man** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Review of case histories of several drugs which have altered course of human development and study of prior speculations about role of drugs in our world. Aim is to be able to speculate, orally and in writing, about possible future influences of contemporary developments in pharmacology.

PSYC 144 **Models of Madness** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Study of how mental illness is portrayed in motion pictures. Questions the existence of mental illness and criteria for madness. Attendance at film showings required.

PSYC 146 **World Without Energy** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
An examination of the world's energy resources, both renewable and non-renewable, from the perspectives of the scientific problems and the social forces that can be expected as current sources of energy diminish, and the transition to a society with limited energy supplies emerges.

PSYC 148 **Fantasy: Hills of Faraway** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
There exists a genre, erroneously called children's stories, which begins with an assumption of an active, spiritual intervention in the affairs of man. It ranges from Grimm and Anderson through Tolkien and poses a particular psychological challenge to understand why it is "child-like" but not childish. Implications for modern life are drawn. (Also listed as RELS 179.)

PSYC 196 **Academic Testing** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
An investigation of academic test, including the philosophy and psychology of testing and the hypotheses that the testing techniques are disciplined-oriented. The later part of the course is directed to an examination of the relative merits of highly specialized tests (high-ability, creativity, career aptitude, personality, and the like).

PSYC 200 **Introduction to Research** **3 crs.**
Application of scientific methods to psychology with emphasis on designing research and on report writing.
Prerequisite: PSYC 110

PSYC 205 **Statistics and Methods** **3 crs.**
Focus on descriptive and inferential statistics. This course stresses the analysis and interpretation of data, frequency distribution analysis, tests of significance, correlational methods, analysis of variance, and selected non-parametric tests.
Prerequisite: PSYC 200

PSYC 225 **Environmental Psychology** **3 crs.**
An introduction to and survey of the field of environmental psychology. The focus is on the behavioral effects of the settings where we live and work, the environmental demands of crowding and noise, and the spatial dimension in our relationships with one another.

PSYC 241 **Psychology of Personal Adjustment** **3 crs.**
"Good" personal adjustment is defined as the effective solution of individual problems and the creation of a viable system of personal values. The constraints and conditions effecting these behaviors are examined. May not be counted in fulfilling psychology degree requirements.

PSYC 300 **Introduction to Survey Research** **3 crs.**
An introduction to the types of human-subject research encountered in field work. Covers general principles of survey research, survey design, and data analysis.
Prerequisite: PSYC 205 or equivalent.

PSYC 305 **Experimental Design** **3 crs.**
An advanced treatment of experimental designs and statistical applications of computer facilities and work with data problem sets from a variety of actual research projects.
Prerequisite: PSYC 205

PSYC 310 **Systems of Psychology** **3 crs.**
Basic information about systematic and theoretical positions within the broader field of psychology.
Prerequisite: PSYC 205

PSYC 315 **Physiological Psychology** **3 crs.**
Investigation of the biological basis of human behavior. Emphasis on principles of physiology and the relevant areas of psychological functioning effected by physiology.
Prerequisite: PSYC 205

PSYC 316 **Physiological Psychology Laboratory** **1 cr.**
Structured laboratory experiences which approximately parallel the course content of PSYC 315. Enrollment limited to students who have completed or are currently enrolled in PSYC 315.
Prerequisite: PSYC 315

PSYC 320 **Psychology of Learning** **3 crs.**
Examination of contemporary theories and problems of learning. Three hours of lecture; two of laboratory experience.
Prerequisite: PSYC 205.

PSYC 321 **Animal Operant Lab** **1 cr.**
Structured laboratory experiences in the operant conditioning of the laboratory rat, to accompany PSYC 320. Prerequisite: Must be enrolled in PSYC 320.

PSYC 322 **Cognition** **3 crs.**
Consideration of the cognitive processes underlying human behavior, including a discussion of perception and pattern recognition, attention, memory, problem solving and decision making, and language comprehension.
Prerequisite: PSYC 205 and junior status, or permission of instructor.

PSYC 325 **Social Psychology** **3 crs.**
Social determinants of individual behavior and of group interaction are examined with emphasis on current research literature.
Prerequisite: PSYC 200

PSYC 330 **Developmental Psychology** **3 crs.**
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity and old age with emphasis on the normal person.
Prerequisite: PSYC 200

PSYC 335 **Abnormal Psychology** **3 crs.**
Survey of psychological disorders with emphasis on clinical "picture"; explanatory theories, and etiological research. Therapy procedures briefly addressed.
Prerequisite: PSYC 100

PSYC 342 **Counseling and Psychotherapy** **3 crs.**
Survey of theoretical foundations and techniques used in major therapy systems. Includes evaluation and comparison of systems discussed.
Prerequisites: PSYC 200 and 335 or permission of instructor.

PSYC 345 **Psychology of Testing and Measurement** **4 crs.**
Survey of the principles and practice of basic psychological testing, theory of measurement, test construction, and reliability/validity of test instruments. Emphasis is on tests of intelligence, aptitude, interests, organic brain dysfunction and personality functions. Three hours lecture; three of lab experience.
Prerequisite: PSYC 205

PSYC 350 **Industrial/Organizational Psychology** **3 crs.**
Applications of psychological principals to human problems in industrial organizations, individual needs, and motives as they affect group achievement.
Prerequisite: PSYC 205

PSYC 405 **Advanced Statistics** **3 crs.**
Foundations of statistical inference theory with focus on parametric and nonparametric techniques.
Prerequisite: PSYC 205 or equivalent.

PSYC 415 **Psychopharmacology** **3 crs.**
Advanced course covering both principles of pharmacology and a detailed study of therapeutic and illicit drug classes which effect psychological functioning.
Prerequisite: PSYC 315

PSYC 416 **Sensation and Perception** **2 crs.**
Intensive study of sensory processes and perceptual organization. Enrollment in laboratory section is required.
Prerequisite: PSYC 315 or permission of instructor.

PSYC 417 **Sensation Perception Lab** **1 cr.**
Structured laboratory experiences in sensation and perception which parallels and complements PSYC 416. Includes experiments in classical psychophysics. Must be taken simultaneously with PSYC 416.

PSYC 418 **Biofeedback and Psychophysiology Lecture** **1 cr.**
This course provides an introduction to the theories, principles, and techniques of psychophysiological recording and biofeedback, particular attention will be given to peripheral skin temperature, cardiovascular variables, electromyography, and galvanic skin response. Enrollment in laboratory section is required.
Prerequisite: PSYC 315

PSYC 419 **Biofeedback and Psychophysiology Lab** **1 cr.**
Laboratory activities in psychophysiological recording and biofeedback to accompany PSYC 418.

PSYC 420 **Behavior Therapy** **3 crs.**
Survey of theoretical bases and of techniques used in modifying behavior in educational and therapeutic settings.
Prerequisite: PSYC 320.

PSYC 421 **Experience in Human Learning** **3 crs.**
A laboratory course requiring the student to design and carry out original research with a report in appropriate professional format.
Prerequisite: PSYC 320.

PSYC 425 **Experimental Social Psychology** **3 crs.**
Advanced course with emphasis on experimental methods of study. Student designs and executes original research project in social psychology.
Prerequisites: PSYC 325 and 205

PSYC 430 **Psychology of Human Aging** **3 crs.**
Examination of the physical, social and psychological changes that accompany normal human aging. Opportunities for field experience are included.
Prerequisite: PSYC 330

PSYC 440 **Theories of Personality** **3 crs.**
A review and critical evaluation of major personality theories and their supporting evidence. Readings from original sources.
Prerequisite: PSYC 200 and 335 or permission of instructor

PSYC 441 **Clinical Psychology** **3 crs.**
Course includes brief history of clinical psychology, roles of the modern clinical psychologist, description of assessment and therapy techniques, current journal articles, and experiential exercises to illustrate some area of discussion.
Prerequisites: PSYC 200 and 335 or permission of instructor.

PSYC 450 **Personnel Selection** **3 crs.**
Intensive examination of the practical use of selection procedures in the employment situation. The course includes measurement theory, criterion development, interview procedures, personal history data techniques, and government regulations applied to administration of a selection program.
Prerequisite: PSYC 345 or 350 or permission of instructor.

PSYC 455 **Emotion and Motivation** **3 crs.**
Survey of contemporary theories, research, and critical review of their relevant problems.
Prerequisites: PSYC 315 or 320.

PSYC 456 **Comparative Psychology** **3 crs.**
A topic oriented survey of animal behavior. Opportunities for research are included.
Prerequisites: PSYC 315 or permission of instructor.

PSYC 457 **Mental Retardation** **3 crs.**
An introduction to mental retardation with special emphasis on etiology, typology, methods of treatment, and training. Opportunities for field experience are included.
Prerequisite: 12 hrs. of psychology or permission of instructor.

PSYC 488 **Senior Research** **1 cr.**
Intensive literature review which culminates in the preparation of a formal written proposal for an undergraduate thesis.
Prerequisite: Permission of instructor.

PSYC 489 **Senior Thesis** **2 crs.**
Completion of an empirical research project and writing of an undergraduate thesis.
Prerequisite: PSYC 488 and permission of instructor.

PSYC 493 **Directed Readings** **3 crs.**
Research and readings on selected topics. Open only to second semester junior or senior psychology students.
Prerequisite: Permission of chairperson.

PSYC 495 **Special Project** **arr.**
Learning experiences will be designed to meet the special needs of advanced majors. Content, activities, credit, and frequency of scheduling are variable.
Prerequisite: Permission of chairperson.

PSYC 496 **Seminar** **3 crs.**
Course content varies each semester but is keyed to student and faculty interest.
Prerequisite: Permission of chairperson.

PSYC 497 **Practicum in Applied Psychology** **3 crs.**
Supervised field experience in cooperation with New Orleans area agencies. Required on-campus meetings plus written assignments. Advanced standing and permission of instructor.

PSYC 499 **Independent Studies** **Arr.**

City College

PSYC 100 **Introduction to Psychology** **3 crs.**
This course is a survey of the major fields of psychology. Prerequisite for all other psychology courses.

PSYC 110 **History of Psychology** **3 crs.**
The study of significant individuals and concepts in the emergence of psychology as an independent discipline and a contemporary science.
Prerequisite: PSYC 100

PSYC 235 **Abnormal Psychology** **3 crs.**
A descriptive study of current theories of psychopathology, etiology, and therapy.
Prerequisite: PSYC 100

PSYC 285 **Crisis Intervention** **3 crs.**
Discussion and analysis of crisis intervention as a therapeutic tool in community mental helath. Emphasis will be on suicide, telephone crisis lines, telephone counseling and hostile interactions.
Prerequisite: PSYC 100

PSYC 315 **Physiological Psychology** **3 crs.**
Investigation of the biological basis of human behavior. Emphasis is on principles of physiology and the relevant areas of psychological functioning affected by physiology.
Prerequisite: PSYC 100

PSYC 330 **Developmental Psychology** **3 crs.**
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity, and old age with emphasis on the normal person.
Prerequisite: PSYC 100

PSYC 350 **Industrial/Organizational Psychology** **3 crs.**
Application of psychological principles to human problems in industrial organizations, individual needs, and motives as they affect group achievement.
Prerequisite: PSYC 100

PSYC 355 **Behavior Therapy** **3 crs.**
This course is a survey of theoretical bases and of techniques used in modifying behavior in educational and therapeutic settings.
Prerequisite: PSYC 100

PSYC 361 **Social and Psychological Stress** **3 crs.**
This course will examine body-mind responses to stress and will assist participants to assess their own life style patterns and stress coping responses. The relationship between stress levels and health will be discussed, and a variety of stress management techniques will be presented and practiced.
Prerequisite: PSYC 100

PSYC 363 **Child Psychology** **3 crs.**
The study of the intellectual, emotional, physical and personality development of the child.
Prerequisite: PSYC 100

PSYC 364 **Adolescent Psychology** **3 crs.**
A comprehensive coverage of the basic concepts and principles underlying the study of adolescence. The complex combination of physiological factors, personal experience, and sociocultural influences that contribute to the adult-to-be are presented.
Prerequisite: PSYC 100

PSYC 375 **Group Counseling** **3 crs.**
A systematic presentation of the theory and practice of psychotherapy with emphasis on group process.
Prerequisite: PSYC 100

PSYC 376 **Alcohol, Drugs, and the Treatment of Addictive Behaviors** **3 crs.**
This course will review in detail the disease concept of alcoholism and drug addiction as well as the treatment of these disorders.
Prerequisite: PSYC 100

PSYC 440 **Theories of Personality** **3 crs.**
A review and critical evaluation of major personality theories and the supporting evidence.
Prerequisite: PSYC 100

PSYC 450 **Personnel Selection** **3 crs.**
Intensive examination of the practical use of selection procedures in the employment situation. The course includes measurement theory, criterion development, interview procedures, personal history data techniques, and government regulations applied to administration of a selection program.
Prerequisite: PSYC 350 or permission of instructor

PSYC 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

RELIGIOUS STUDIES

RELS 0238

College of Arts & Sciences

RELS 103 **Biblical Hebrew I** **3 crs.**

RELS 104 **Biblical Hebrew II** **3 crs.**

RELS 106 **Biblical Greek I** **3 crs.**

RELS 107 **Biblical Greek II** **3 crs.**

RELS 108 **Biblical Greek III** **3 crs.**

RELS 115 **Introduction to Systematic Theology** **3 crs.**
A study of the nature of theology as the thematization of faith experience. The relationship between philosophy and theology. A study of the basic doctrines of Trinity, Incarnation, Redemption, Grace, Church and Afterlife.

RELS 122 **Introduction to Religious Studies** **3 crs.**
Common Curriculum: Introductory
This course intends to search for some insight into the many-sided phenomenon called religion by situating religion in human experience as a basic human concern and to provide an overview of world's great religions (Hinduism, Buddhism, Chinese Religion, Judaism, Christianity, and Islam) in terms of basic similarities and differences.

RELS 130 **Faith and Art** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A comparison (and contrast) of the religious and artistic life of the Gothic and Baroque periods of our history, emphasizing the faith value in the great aesthetic works of these periods. Considerable use will be made of audio-visual materials and required outside reading.

RELS 132 **Film Odyssey** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course studies films which exhibit a basic visual similarity: Some Image of Quest, usually the explicit metaphor of the road. Each shows the human person in a search for meaning. Visual uses of physical reality and certain camera techniques effectively constitute a medium of hope and affirmation for the contemporary person. (Also listed as DRAM 134)

RELS 133 **Zen I** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The evolution of Japanese aesthetics and ascetics. An historical, theoretical, and practical course based on historical foundations of the Japanese approach to ideals of beauty and holiness and distillation of these concepts in Zen. Stress is placed on learning and practicing vertical-non-image contemplation. (Also listed as HIST 130)
Permission of instructor only.

RELS 134 **Christian Mysticism** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
An attempt to describe the character and development of Christian mysticism from the early church to the time of Teresa, John, and Ignatius with special emphasis on the apophatic theology of the Greeks and on the present day significance of the 16th century mystics.

RELS 135 **Zen II** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course continues to probe in greater depth concepts, theories, and actual practices of Zen I. It presupposes and builds on the foundation of Zen I and brings the student along the historical, ascetical, and aesthetical route that Zen has traveled into the 20th century. (Also listed as HIST 136)
Permission of instructor only.

RELS 136 **Parables of Jesus** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Parables of Jesus will be studied as language-events, that is, as stories which engage the hearer in personal struggle to understand their deeper level of meaning. They challenge the hearer to re-examine the world and its presuppositions, and to make decisions based on a reversal of expectations.

RELS 138 **Bible and Morality** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Specific moral teaching in the Israelite tradition; teaching of Jesus, Paul, James in early church. Emphasis on distinctive moral insights of this tradition in comparison with their contemporary ethical milieux.

RELS 139 **Experience of Grace** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
An examination of the experience and theology of Christian conversion and grace in Augustine, Aquinas, Luther, the Council of Trent, Rahner, and contemporary liberation theology. The course will discuss the meaning of Christian conversion and will reflect on a variety of understandings or models of grace that arise from Christian experience.

RELS 141 **Catholic Protestant Dialogue** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course begins with an investigation of the origins of Protestant-Catholic separation. It then examines the growing areas of agreement between Catholic and Protestant theologians in the ecumenical dialogue.

RELS 142 **Christian Ethics** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course examines decisions concerning rightness and wrongness of human actions, motives, and intentions — a "modern" investigation of ethical theories and problems, including abortion, divorce, and poverty, which require intelligent moral decisions on the part of the contemporary Christian.

RELS 143 **Woman in the Christian Tradition** **3 crs.**
Commom Curriculum: Humanities/Arts Premodern
A study of major biblical paradigms into which woman is cast: faithful bride; faithless wife; harlot; fruitful wife; virgin; devoted daughter; sorrowing mother; troublesome sister; honored mother; abandoned widow; and how the fairly universal image of woman as chattel was affected by the advent of Judaism and more strikingly of Christianity.

RELS 144 **Social Policy and the Christian** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Analysis of Christian social teachings in 19th and 20th centuries. The goal is understanding the Christian's responsibility in the formation of social policy and calling for decisions which involve the person in social policy issues. (Also listed as SOCI 134)

RELS 145 **Bible and Modern Issues** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The course will consider the biblical understanding of crucial social and personal issues, selected from among themes such as 1) environment, 2) suffering and theodicy, 3) social structures (economics, political institutions, etc.), and 4) sexual ethics (marriage, divorce, homosexuality, etc.).

RELS 146 **Judaism I** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Overall picture of Judaism — its customs, rituals, festivals; study of the prophets of Israel: Amos, Hosea, Isaiah, Jeremiah, Ezekiel and influence of their message upon teachings of Jesus and Christian church. Life and message of Jesus will be studied from Jewish point of view.

RELS 147 **New Testament As Literature** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This study of the New Testament as literature will consider the various factors involved: the New Testament is ancient, religious, literature which is regarded as revealed by Christians. All these factors will be examined in order to appreciate this body of writings as literature.

RELS 148 **Christian Origins** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Rise and development of primitive Christianity within the context of Hellenistic culture and civilization. Attention to such questions as Christianity's development of distinctive ritual, its millenial tendencies, its ethical code, community structure and organization, against the background of similar developments.

RELS 149 **Old Testament As Literature** **3 crs.**
Common Curriculm: Humanities/Arts Premodern
The literary, theological, and social-cultural development of the Old Testament will be reviewed with frequent references to the ongoing implications for our modern day situation-both in regard to our religious institutions and society in general.

RELS 150 **Rise of Religious Toleration** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Toleration, or acceptance of religious dissent, historically has led to gradual acceptance of the principle of human freedom. Course intends to show that this development, involving a contest between religious orthodoxy and freedom of conscience, has been by no means regular. (Also listed as HIST 150)

RELS 151 **Protestant Christianity** **3 crs.**
Common Curriculum: Humanities/Arts Modern
An introduction to the central ideas and characteristic ethos of Protestant Christianity as found in the 16th century reformers and their heirs; Luther, Calvin, the radical reformers, puritanism, liberalism, fundamentalism, etc.

RELS 152 **Catholicism** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A theological study of the development of the principal teachings of the Roman Catholic tradition. Topics to be discussed include: human nature, faith, God, Jesus Christ, the church, and ethics. An ecumenical perspective will be integral to the study.

RELS 153 **Hindu Paths to God** **3 crs.**
Common Curriculum: Humanitites/Arts PreModern
A historical and systematic study of the varieties of Hinduism, their cultural setting, theological and philosophical import. Ways of prayer and worship, religious literature. Included will be a study of Hinduism's relationship to Christian ideas about God.

RELS 155 **The Prophetic Traditions** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
This is a survey of the content, literary value, theological meaning, and social implications of the prophetic movement in the Old Testament, which will evaluate the impact upon Israel's society and the application to modern society.

RELS 156 **Judaism II** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Topics for discussion will include the prophetic background of Christianity, the oral law and legacy of Israel, the Jew and the Mohammedan world, the Jew in the middle ages, the Russian nightmare, the revival of Anti-Semitism, the Nazi Holocaust, the American dream, and the land of Israel.

RELS 157 **Christianity and Revolution** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A study of the consequences of Christian belief for the social and political order, especially of the ways in which such belief has promoted revolutionary social and political change. Topics include apocalypticism, Jesus as revolutionary, revolutionary movements in the Christian tradition, Marxist-Christian dialogue, liberation theology, etc.

RELS 159 **Jesus in New Testament** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The post-resurrection Christian community reacted to the Jesus-event in many and varying ways. Attention will be given to several New Testament writers and their differing perceptions of the person and importance of Jesus for Christian faith. Study particularly of Paul, the Gospels, and post-New Testament stories and legends about Jesus.

RELS 160 **Discovering Islam** **3 crs.**
Common Curriculum: Humanities/Arts Modern
An introduction into the central experiences and teachings of Islam. Topics include: Muhammad, Qur'an, Sunnah, Shi'ah, Sufis, relationships to Judaism and Christianity, the problems of modernity and Islam in North America

RELS 161 **American Judaism** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The American experience has given new directions to Judaism, the Jew and the Jewish people. The open, democratic and pluralistic nature of American society has impinged upon the development of Judaism. It has helped shape new theological directions and conceptual changes in Jewish religious beliefs and practices.

RELS 162 **Christian Humanism** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course is designed to introduce students to complex traditions within Christendom involving humanistic values. Reading requirements from classics of Dawson, Maritain, E. I. Watkin as well as more recent works of Urs Von Baltasar, Garaudy, William Lynch and the philosophers of "hope."

RELS 164 **20th Century Religious Thought** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course investigates contemporary movements in theology, e.g., fundamentalism, conservatism, liberalism, neo-orthodoxy, liberation theology, death of God theory, futuristic theology, charismatic movement, and post-Vatican II Roman Catholic theology.

RELS 165 **Spiritual Ways of China** **3 crs.**
Common Curriculum: Humanities/Arts Pre-Modern
A study of the spiritual traditions of China, with a focus on the heritage of Confucius and Mencius. Topics include: Taoism, Chinese Buddhism, folk religion, cosmology and humanism, Mao and contemporary developments.

RELS 166 **Method in Religion, Ethics, and Science** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Student will be led through a series of personal exercises to understand and verify own processes of religious, ethical, and scientific knowledge and choice. Attention to the relation between religion and the human and natural sciences and to the process of progress, decline, and redemption of the human person and of society.
Prerequisite: One philosophy and one religious studies course.

RELS 167 **Tribal Religions** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A study of the myths, ideas, rituals and experiences of the tribal religions of Africa and North America. Topics include: tribal experience, nonliteracy and oral tradition, cosmology, shamanism, kinship with natural world, interactions with Christianity and Islam.

RELS 168 **Mystery of Suffering** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Suffering is a common experience of all peoples. For this reason all religions give it a place of central importance. In one sense, suffering is a cause of religion. What any religion has to say about suffering reveals its anthropology and its point of view about the purpose of existence.

RELS 169 **Death: Comparative Views** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A study of religious and nonreligious views of death in Eastern religions, Ancient Greece, Medieval Europe and the contemporary West, etc. Differences in these views will be examined on ethical issues concerning life and death, e.g., suicide, euthanasia, abortion and the death penalty.

RELS 172 **Why the Church?** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course will examine five models for understanding the church: institutional, community, sacrament, herald, and servant. In examining and evaluating these models, an attempt will be made to clarify the meaning and role of church in the life of contemporary society.

RELS 174 **Images of Jesus** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course aims at offering the broadest possible spectrum of images of the historical Jesus and widest variety of opinions, ranging from the most traditional to the most radical. Emphasis is on the diversity of images. Each image is to be placed within its historical setting.

RELS 175 **Religion and U.S. Leadership** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course explores primarily through personal writings and biographies the place of religion in the leadership of prominent Americans—from colonial history to contemporary leaders. Among others included will be Franklin, Washington, Jefferson, Grimke, Lincoln, J. Smith, E. Cady Stanton, Twain, W. Wilson and Robert Kennedy.

RELS 176 **U.S. Christian Social Reform** **3 crs.**
Common Curriculum: Humanities/Arts Modern
An analysis of social issues in the U.S. and Christian responses to these problems in their historical context (e.g., Slavery, 19th Century Economic Liberalism, etc.). The analysis will lead to the study of contemporary Christian attempts to formulate model social policies.

RELS 178 **Religious Reflections on the Prison Experience** **3 crs.**
Common Curriculum: Humanities/Arts Modern
The prison experience has influenced the lives of eminent thinkers from St. Paul to Fr. Dan Berrigan. Incarceration has led to some of the most provoking and penetrating statements in the history of religious thought. Study of such texts can lead students to grasp certain fundamental issues of the religious experience.

RELS 179 **Fantasy-Hills of Faraway** **3 crs.**
Common Curriculum: Humanties Arts/Modern
There exists a genre; erroneously called Children's stories, which begins with assumption of an active, spiritual intervention in the affairs of man. It ranges from Grimm and Anderson-Tolkien and poses a particular psychological challenge to understand why it is "Child-like" but not childish. Implications for modern life are drawn. (Also listed as PSYC 148.)

RELS 180 **Satirists as Moralists** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Purpose of this course is to appreciate values and techniques of moralistic satire and to assess its influence. A broad acquaintance should be gained with history of the genre and with characteristics of some of its masters.

RELS 182 **Classical Christian Ethics** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Christian ethics has derived vocabulary and ideas, principles and norms, both from Biblical and classical sources. Course will introduce classical contributions to Christian ethical tradition and raise the issue of compatibility with Biblical religion. Attention will be given to ideas of virtue, duty, and law, including natural law.

RELS 183 **Life Styles** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A study of the two "absolute" human life styles: celibacy, marriage; the uses of celibacy in non-western cultures; and inquiry into possible explanations for the interest shown today by the non-religious in celibacy as an alternate to marriage; marriage as paradigm of relationship; as norm for an unfallen world; some criteria for choice-making.

RELS 184 **Introduction to Moral Education** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course offers general introduction to issues and findings in field of moral education. Course should result in better informed and more reflective understanding of possibility and desirability of teaching people to be good and of problems involved in that undertaking.

RELS 186 **Medieval Synthesis** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
An introduction to the major personalities and problems in medieval theology focusing on the construction and disintegration of the medieval synthesis.

RELS 188 **Sin: History of an Idea** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
"Sin" links together central human questions of personal and social moral responsibility and of relationship with God. "Sin" will be studied in historical and Biblical contexts. Ethical, psychological, sociological, religious, and literary perspectives will be used in reappraisal of this key category of Judaeo-Christian tradition.

RELS 190 **Ethics and Individual** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A study of personal ethics — the limits, values, and inner life of the human person — in light of scripture.

RELS 192 **Religion and Art** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
A study of religious ideas which shaped Western culture from the time of the Greeks to the age of the Baroque; and expression of these ideas in visual art and in literature.

RELS 196 **Law: Ancient World** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Place of law in ancient society, emphasizing Semitic codes of ancient Near East (Bible and Graeco-Roman laws), and its relationship to morality. Meeting of Semitic-Judaic and Graeco-Roman in the first Christian centuries produced natural law and Canon law of later times. Relevant social issues examined.

RELS 198 **Psychology of Religion** **3 crs.**
Common Curriculum: Humanities/Arts Modern
A study of major modern psychological interpretations of religion. The writings of significant authors will be presented, e.g., Freud, James, and Jung, and their views evaluated. Critiques of religion will be studied. Research papers will be given in class.

RELS 199 **Apocalyptic Literature** **3 crs.**
Common Curriculum: Humanities/Arts PreModern
Course will study Apocalyptic literature within the biblical context, and its subsequent use by Western European culture. We shall discern the original historical, social, and religious context of the literature. We shall then trace its use and misuse through the middle ages up to our own modern American setting.

RELS 200 **Early Christian Thought** **3 crs.**
A study of the development of Christian thought through the Ante and Post Nicene periods to the end of the patristic period. Required of all majors.

RELS 201 **Medieval Synthesis** **3 crs.**
A study of Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D. Required of all majors.

RELS 202 **Reform and Counter Reform** **3 crs.**
Development of Christian thought from the Reformation through the modern period. Required for all majors.

RELS 210 **Church History: Primitive** **3 crs.**
The primitive church taught in collaboration with the Department of History. (Also listed as HIST 304).

RELS 212 **Church History: Reformation** **3 crs.**
(Also listed as HIST 310).

RELS 214 **Church In Modern World** **3 crs.**
Study of Catholic Church as she meets challenges of 19th and 20th centuries, involving clashes between herself and the modern world in face of democratic revolutions, fall of Papal States, advent of liberalism and socialism, secularization of society, rise of Fascism, Ecumenism, spread of Communism, problems of third world and new morality. (Also listed as HIST 325).

RESL 215 **The Pentateuch** **3 crs.**
The various theological traditions which comprise the Pentateuch and related writings will be critically studied for their literary value, religious insights, and theological importance for their age and our own.

RELS 216 **Biblical Wisdom Literature** **3 crs.**
Proverbs, Koheleth, Job, Sirach, and Wisdom will be critically studied in terms of their literary quality, philosophical and existential attitudes towards life, theological content, and intellectual relationship to the rest of scripture and the ancient Near Eastern intellectual tradition.

RELS 220 **Church History: U.S.** **3 crs.**
The Catholic church between 1565-1950. Taught in collaboration with the Department of History. (Also listed as HIST 223).

RELS 225 **Theology of Prayer** **3 crs.**
The course deals with prayer in the context of the Christian's life with God: biblical teaching; kinds of prayer; growth in prayer; individual and common aspects; prayer as symbolic activity; special problems arising from contemporary culture.

RELS 226 **Theology of Grace** **3 crs.**
A study of the doctrine of grace as it emerged from the scriptures, the Patristic tradition, the Medieval Synthesis, through the Reformation period down to the present era.

RELS 230 **History of Ethics** **3 crs.**
An historical survey of representative thinkers and major schools of thought in Western moral philosophy from Socrates to the present.

RELS 232 **Systems of Christian Ethics** **3 crs.**
An examination of major systematic expositions of Christian religious ethics, with consideration of their traditional sources and philosophical and theological implications.

RELS 233 **Honors Religious Studies I: World Religions** **3 crs.**
Common Curriculum: Presidential Scholars
This course will investigate why religion arises and how it manifests itself. An inquiry into the human questions that give rise to religion will seek to discover what drives people to be religious. The approach will be a phenomenological format which observes faith structures in order to understand how they deal with the ultimate questions.

RELS 234 **Honors Religious Studies II: Scriptural Theology** **3 crs.**
Common Curriculum: Presidential Scholars
The great ideas of western religion as evidenced in its Scripture will be considered. The students will gain a vision of the greater biblical tradition and will investigate particular key aspects of it by special attention to selected writings in the biblical corpus.

RELS 235 **Honors Religious Studies III: Christian Culture** **3 crs.**
Common Curriculum: Presidential Scholars
Focus will be on the development of Christian self-understanding by considering a selection of significant theological thinkers and their contributions to this process. Investigation of important religious questions and their treatment in the Christian tradition will be undertaken.

RELS 236 **Hebrew Prophets** **3 crs.**
The message of the Hebrew Prophets with its religious, social, political, and economic implications will be studied in order to see the interrelationship with the rest of scripture and the developmental process of prophetic criticism which continues down into our own age.

RELS 240 **Sociology of Religion** **3 crs.**
Taught in collaboration with the Department of Sociology. (Also listed as SOCI 320).

RELS 255 **Synoptic Gospels** **3 crs.**
After a brief introduction to the question of the literary genre of the gospel, the course will deal with the different theologies of the first three gospels, related to the social concerns of the communities to which they were addressed.

RELS 300 **Pauline Writings** **3 crs.**
This course will explore the development of Paul's thought through his various epistles, focusing on major themes such as sin, justification, faith, and the Body of Christ. Secular influences on his thought such as Hellenistic philosophical and theological speculations and rabbinic theologizing will also be considered.

RELS 305 **Theology of Liberation** **3 crs.**
A study of the historical development of the theology of liberation in Latin America; the relationship between theoria and praxis; the Gospel and Marxism; the quest for socio-economic justice and Christianity; implications for North American Christians.

RELS 310 **Religions of Asia** **3 crs.**
A study of the history and contemporary status of at least two of the following religions: Hinduism, Buddhism, Confucianism, and Taoism.

RELS 315 **Johannine Literature** **3 crs.**
The fourth gospel, the Johannine Epistles, and the Apocalypse. Literary, linguistic, and theological criteria will be discussed in establishing the distinctiveness of this body of literature within the New Testament. John's contribution to subsequent theology will be discussed by contrasting his snythesis with that of Paul and Synoptics.

RELS 318 **The History of Exegesis** **3 crs.**
This course begins with an overview of the history of biblical interpretations from the Patristic age to the present. Special attention will be given to methodological advances, and to the way in which such advances are related to doctrinal developments. Participants in the course will provide concrete illustrations of this development by each selecting an important biblical passage and tracing the history of its interpretation from the Patristic age to the present.

RELS 320 **The Christian God** **3 crs.**
A study of the problem of belief as it evolved from the enlightenment period to the present; the bearing of the secularization process on God-talk and traditional approaches to God; an investigation of recent efforts by process thinkers to reconstruct the idea of God; implications for Christian theologies and life.

RELS 330 **Religions: Greece and Rome** **3 crs.**
Study of religious beliefs and experiences of the ancient Greeks and Romans.

RELS 335 **Theological Method** **3 crs.**
An inquiry into how theology understands its role in religion. Particular emphasis is given to theology after the advent of the historical sciences.

RELS 350 **Christology** **3 crs.**
A brief look at New Testament Christology: a brief study of the pre-Nicene views of Christ; the rise of counterpositions; the official response in the Councils of Nicea, Constantinople I, Ephesus, and Chalcedon; contemporary critiques of the classical model and recent revisions.

RELS 354 **Soteriology** **3 crs.**
A study of the history and contemporary status of theories of redemption.

RELS 356 **Eschatology** **3 crs.**
An examination of the Christian doctrine of last things—death, resurrection, return of Christ, end of history, judgement, heaven, hell, purgatory, etc. Particular attention will be given to the contemporary theological discussion in dialogue with secular thinking about the future.

RELS 358 **Ecumenical Theology** **3 crs.**
This course begins with a review of the origins of Christian division, and the motives for the restoration of Christian unity. It then analyzes progress towards this goal by reviewing the recent theological literature and focusing particularly on the joint statements of the official Lutheran-Catholic dialogues.

RELS 360 **Theology in 19th, 20th Century** **3 crs.**
This course traces the emergence of the modern theological consciousness in such major figures as Schleiermacher, Ritschl, Harnack, Barth, Tillich, Newman, Rahner, etc. It also attempts to assess the significance of movements such as Protestant liberalism, Catholic modernism, and Neoorthodoxy for this development.

RELS 400 **Theology of Vatican II** **3 crs.**
A study of the documents of Vatican II and the changes in Roman Catholicism since Vatican II. A discussion of why the changes occurred and what fundamental shifts were behind the changes. Specific attention is given to the place and function of the church in the modern world.

RELS 410 **Biblical Morality** **3 crs.**
An investigation of selected ethical, moral, and legal themes prominent in the biblical writings, with consideration of their motivation, development, and subsequent influence.

RELS 415 **The Gospels and Historical Jesus** **3 crs.**
A critical scrutiny of the Gospel will seek to understand the ministry and message of Jesus of Nazareth and how he was understood by the faith of the ancient Christian community.

RELS 420 **The Church** **3 crs.**
The Church as mystery and human institution; post Vatican II Ecclesiology; Church and World; Church and Churches; Church and the World Religions.

RELS 421 **Roots of Ritual** **3 crs.**
A phenomenological study of the conceptual categories of public worship, the space and time coordinates of cultic patterns, the rites of passage in personal and social life, and the passage of rites (liturgical adaption) in historical and cultural context.

RELS 424 **Christian Initiation** **3 crs.**
A theological analysis of Christian initiation rites as a resource for the development of Ecclesiological and Sacramental perspectives, and for the enrichment of pastoral and spiritual renewal; also a critique of contemporary models.

RELS 425 **Sacraments of Healing** **3 crs.**
History of penance and the anointing of the sick; the revived theologies of these two sacraments; their new revised rites.

RELS 426 **History and Theology of Liturgy** **3 crs.**
A historical survey of the major developments in Christian liturgy from the New Testament to the present, with special emphasis upon the rites of the Western Church, the shape of Eucharistic Celebrations, as well as the theological and ecumenical significance of important changes and directions in the forms of worship.
Prerequisite: RELS 122.

RELS 430 **Church and Sacraments** **3 crs.**
Church as a sacrament. Seven sacraments as ecclesial symbols. Nature of sign and symbol — symbolic casuality. Sacraments and secular life. Transignification. Non-Roman Catholic sacraments.

RELS 435 **Theology of Holy Spirit** **3 crs.**
A study of the person and work of the Holy Spirit as seen in the Christian Scriptures and in the historical development of the doctrine of the Spirit. The course will reflect on the role of the Spirit in the Christian community and in the life of the individual Christian.

RELS 440 **Philosophy of Religion** **3 crs.**
Study of the philosophical problems raised by religious experience. Course will conclude with an investigation of religious experience on the personal or individual level with accompanying problems.

RELS 441 **Psychology of Religion** **3 crs.**
A general introduction to the psychological study of religious behavior, comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and developments.

RELS 455 **Spirituality of Ignatius Loyola** **3 crs.**
Historical and ascetical approach to insights and spirituality of Ignatius Loyola, with special emphasis on counter-reformation and significance of his thought in the modern period.

RELS 493 **Directed Readings** **arr.**

RELS 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

RELS 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

RELS 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

RELS 499 **Independent Study** **arr.**

City College

RELS 100 **Old Testament Literature** **3 crs.**
A survey of the Old Testament: The Pentateuch, emphasizaing the Exodus as the foundation-story for Old Testament religion; the historical books, emphasizing the Babylonian exile in relation to pre-exilic Yahwism and post-exilic Judaism; the "writings," examples of the diversity to be found in Hebraic religion.

RELS 101 **New Testament Literature** **3 crs.**
A survey of the New Testament: Jesus as an enigmatic figure who taught in parables and upset traditional expectations of a Messiah; the four gospels, showing how the writers' theological standpoints were shaped by their respective historical contexts; Paul's interpretation of the "good news" as justification by grace through faith.

RELS 221 **The Church Today** **3 crs.**
A shared reflection on the students' own experience of local church, leading to a better understanding of what a local church could be and a personal expression of what the local church should be.

RELS 246 **Religion and Faith Today** **3 crs.**
This course will explore the relationship between organized religion and personal faith and assess the relevance of religion and faith in our individual and collective experience.

RELS 260 **Religion and Film** **3 crs.**
The purpose of this course is to communicate religious doctrine (Christian) and values through the use of films. The course also attempts to communicate methods of critique to recognize ways in which lifestyles and value systems all communicate through the media.

RELS 261 **Faith and Film** **3 crs.**
This course on fundamental theology continues to study the impact the electronic media has had on our value system, morals, and religion. The course will deal more with the positive side through films, slides, tapes, discussion, and lectures.

RELS 270 **Current Moral Problems** **3 crs.**
An inquiry into contemporary moral dilemmas including problem areas of human sexuality, euthanasia, nuclear warfare, capital punishment, genetic engineering, the occult, racism, poverty.

RELS 370 **Religion and Society** **3 crs.**
The forces of social change are driven by diverse and interrelated influences. This course will try to identify these influences in contemporary U.S. culture and examine them in light of the socio-political implications of the Judeo-Christian tradition.

RELS 430 **Church and Sacraments** **3 crs.**
The Church in the 20th century is described as "the People of God"—a community called to mission and ministry, a sacrament for the world. The sacraments are explored as celebration of the Church's life and of the world's promise of salvation.

RELS 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

RUSSIAN

RUSS 0231

RUSS 100 **First Year Russian I** **3 crs.**
The fundamentals of the language. Primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

RUSS 101 **First Year Russian II** **3 crs.**
Same description as RUSS 100.
Prerequisite: RUSS 100 or its equivalent.

RUSS 132 **Russian Culture and Civilization I** **3 crs.**
Common Curriculum: Humanities/Arts Modern
This course will deal with many aspects of Russian culture, with specific emphasis on the main issues in a particular period. The problems of each period were reflected not only in the laws, but in literature, music, and often influenced the sciences.

RUSS 138 **Russian Culture and Civilization II** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course stresses political and philosophical speculations of period leading to October revolution, their influence on arts and sciences. It also deals with question of justice immediately before revolution, during revolutionary period (including civil war) until Lenin's death, and later changes.

RUSS 200 **Second Year Russian I** **3 crs.**
Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings.
Prerequisite: RUSS 101 or its equivalent.

RUSS 201 **Second Year Russian II** **3 crs.**
Same description as Russian 200.
Prerequisite: RUSS 200 or its equivalent.

RUSS 210 **Scientific Russian** **3 crs.**
Readings in the natural sciences. Emphasis on vocabulary and structures necessary for scientific research.
Prerequisite: RUSS 200 or its equivalent.

RUSS 300 **Conversation and Composition I Russian** **3 crs.**
Emphasis on oral and written expression, with vocabulary based on readings about everyday life in Russia. Review of contemporary idiomatic expressions. Frequent written assignments and oral presentations.
Prerequisite: RUSS 201 or its equivalent.

RUSS 301 **Conversation and Composition II Russian** **3 crs.**
Same description as RUSS 301.
Prerequisite: RUSS 201 or its equivalent.

RUSS 350 **19th Century Russian Literature I** **3 crs.**
The golden age of Russian poetry beginning with the Polemics between the classical and sentimental movements, i.e., Karamzin, Zhukovsky and Shishkov, with emphasis on Pushkin and Lermontov, ending with Gogol and the natural school.
Prerequisite: RUSS 201 or its equivalent.

RUSS 351 **19th Century Russian Literature II** **3 crs.**
The golden age of Russian prose. Readings of short stories by Turgenev, Dostoevsky, Tolstoy and Chekhov (among others), ending with the theatre of mood, (i.e., the Seagull, etc.)
Prerequisite: RUSS 201 or its equivalent.

RUSS 352 **Russian Literature — Chekhov to Revolution** **3 crs.**
The Silver Age. Reading works of symbolist, acmeist and futurist poets written before the October revolution, as well as prose works of this period.
Prerequisite: RUSS 201 or its equivalent.

RUSS 353 **Russian Literature — 20th Century** **3 crs.**
Authors writing after the October revolution including Emigre authors.
Prerequisite: RUSS 201 or its equivalent.

RUSS 400 **Slavic Philology I** **3 crs.**
Study of the basic methodology and general rules of the science of language and comparison of the twelve slavic languages in relation to Old Church Slavonic.

RUSS 401 **Slavic Philology II** **3 crs.**
See RUSS 400. Also readings in several slavic languages.
Prerequisite: RUSS 400

RUSS 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

RUSS 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

RUSS 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

RUSS 498 **Senior Thesis** **arr.**

RUSS 499 **Independent Study** **arr.**

SOCIAL ISSUES IN ADMINISTRATION

SIAD 0310

SIAD 415 **Moral and Social Responsibility of Organizations** **3 crs.**
This course examines the sources of societal pressure, business reaction, and the community's expectation. The entire spectrum of corporate and government activities are discussed against the framework of the demands made on the firm and government by forces outside of the marketplace.
Prerequisites: ECON 201, MGT 300, PHIL 152 or 261.

SIAD 420 **Business Ethics** **3 crs.**
It will be the intent of this course to develop an awareness of ethical dilemmas that face managers in practical day-to-day decision-making. It will focus attention on the meaning of ethics and ethical theories; as well as sharpen skills in decision-making by applying models for ethical reflection to practical specific cases.
Prerequisites: ECON 201, MGT 300

SIAD 499 **Individual Study in Administrative Ethics** **3 crs.**
See description in College of Business Administration section.

SOCIAL WORK

SOCW 0240

SOCW 100 **Introduction to Social Work** **3 crs.**
This course defines social work and identifies the common elements of practice with emphasis on evolving unitary concepts. Traces the emergence of social work as a profession.
Course taught at Loyola and Xavier

SOCW 200 **Social Welfare as an Institution** **3 crs.**
An examination of the basic institutional framework of the concepts of social welfare in the United States. Major consideration is given to the historical establishment of the institution, as influenced by the dominate values and attitudes of the American society.
Course taught at Xavier

SOCW 205 **Social Work and Drug Abuse** **3 crs.**
This course focuses on the sociological and psychological implications of alcohol and drug abuse with emphasis on social service delivery systems.
Course taught at Loyola and Xavier

SOCW 300 **Human Behavior and Social Environment I** **3 crs.**
A consideration of the relationship between individual functioning and the social system, in which general systems theory provides the framework within which to examine the effects of biological, social, cultural and racial influences on human functioning.
Course taught at Loyola.

SOCW 305 **Principles and Methods of Social Work Practice and Lab. I** **4 crs.**
The first course in the social work skills development sequence. An introduction to the basic generic concepts and principles of the helping methodologies in the profession of social work. Special attention is given to values, skills, and techniques of the helping relationship with individuals and families
Course taught at Xavier.

SOCW 306 **Social Perspectives on Aging** **3 crs.**
The process of aging is explored from a variety of perspectives. In particular, aging will be viewed in cross-cultural and historical perspective, and from the perspectives of sociology, psychology, economics, and politics. The problems of aging in an advanced technological society are also explored.
Also listed as SOCI 306
Course taught at Loyola and Xavier

SOCW 307 **Principles and Methods of Social Work Practice and Lab. II** **4 crs.**
The second course of the skills development sequence. Special attention is given to helping methodologies at the group, community, organizational levels.
Prerequisite: SOCW 305.
Course taught at Xavier.

SOCW 310 **Social Policy** **3 crs.**
An analysis of specific social policy developments in the United States. Consideration of contemporary and futuristic social policies are examined.
Course taught at Xavier

SOCW 315 **Families in Crisis** **3 crs.**
Provides a social systems framework within which to identify the crisis facing the family in 20th century America and critical periods within the life cycle of the family. A brief overview is given to the concept of and varying theoretical approaches to family therapy.
Course taught at Loyola.

SOCW 325 **Youth and Adolescence: Social Welfare Perspectives** **3 crs.**
Examination of the problems of America's youth and society's attempt to deal with them. Focus on child welfare services, juvenile delinquency and emergent upheaval of children with special needs.
Course taught at Xavier

SOCW 330 **Small Group Dynamics** **3 crs.**
An examination of the dynamics of small group interaction through an investigation of current social psychological research in the area and student participation in small group research projects, with the objective of obtaining an understanding of the small group as a social system.
Also listed as SOCI 330.
Prerequisite: SOCI 100 or 210 or PSY 100 or 325.

SOCW 340 **Social Aspects of Poverty** **3 crs.**
Through an integration of directed readings and field research projects, this course promotes in the student an understanding of poverty as a social problem: the social correlates of poverty and its social-psychological consequences, and a familiarity with the extent and nature of poverty in New Orleans.
Course taught at Loyola

SOCW 401 **Field Instruction I** **4 crs.**
Involves the student in 195 hours of supervised social work in local agencies.
Prerequisite: SOCW 100, 200, 300, 305 and permission of instructor.

SOCW 402 **Field Instruction II** **4 crs.**
Same description as SOCW 401.
Prerequisite: SOCW 401

SOCW 412 **Field Instruction Seminar I** **1 cr.**
This course is designed to integrate social work knowledge, values and skills from the concurrent field experiences.

SOCW 413 **Field Instruction Seminar II** **1 cr.**
This course is designed to integrate social work knowledge, values and skills from the concurrent field experiences.

SOCW 415 **Social Work Research and Laboratory** **4 crs.**
Familiarizes the student with the basic principles of social research and with the use of scientific research and evaluation in social work. The course promotes an understanding of the impact of research on and its application to practice through the critical consumption and implementation of research in social work.
Course taught at Loyola

SOCW 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

SOCW 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort. Offered occasionally and upon request of faculty/students on each campus.

SOCW 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SOCW 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

SOCW 499 **Independent Study** **arr.**
For advanced social work students only and with permission of instructor. Topic and approach determined by student and assigned faculty member. Available at each campus.

SOCIOLOGY

SOCI 0239 and SOCI 0539

College of Arts & Sciences

SOCI 100 **Introductory Sociology** **3 crs.**
An introduction to the sociological perspective. General survey of relevant concepts and topics to give the student an understanding of the sociologist's approach to human behavior.

SOCI 130 **Social Futurology** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Dialogue on social change in world and on prospects for planning future shape of human society. Three main issues: 1) degree to which human beings can be in control of the process and direction of social change; 2) the feasibility of controlling social change; and 3) desirability of controlling the future of society.

SOCI 132 **Social Problems in American Society** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Survey of contemporary social problems in American society. Topics include: poverty, population, family, race relations, delinquency, addictions, and health.

SOCI 134 **Social Policy and the Christian** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Analysis of Christian social teachings in 19th and 20th centuries. The goal is understanding the Christian's responsibility in the formation of social policy and calling for decisions which involve the person in social policy issues.
(Also listed as RELS 144)

SOCI 136 **Population and Environment** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Survey of basic demographic principles coupled with inquiry into relevant issues related to the present state of U.S. and world population and immediate future. Also problems of energy, food and environment.

SOCI 140 **Development of Social Thought** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Premodern
Origins and the more important developments of social thought in Western civilizations are explored. Major epochs of Western thought are studied in order to define most important traits of setting in which social sciences were born in 19th century.

SOCI 142 **Self and Society** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
Interdisciplinary view of development of "self," examining theories of psychologists (Freud, Skinner, Erikson, Adler, Rogers) and social psychologists (Cooley, Mead, Thomas, Goffman). There is no universally accepted position on process involved in emergence of self, and answers theorists arrive at depend upon their mode of speculation.

SOCI 152 **Violence in America** **3 crs.**
Common Curriculum: Behavioral/Social Sciences Modern
In the light of the alarming prevalence of violence in American society, this course addresses possible causes, various contexts, and positive solutions regarding this important phenomenon. Interdisciplinary insights and literature will be reviewed and discussed with an eye toward creating conceptual syntheses and programmatic alternatives.

SOCI 200 **Cultural Anthropology** **3 Crs.**
Systematic overview of the various cultural expressions of humankind throughout the world, including forager, horticultural, pastoral, agricultural, and industrial types. Special attention is given to modern applications in international business and foreign relations.

SOCI 210 **Social Psychology** **3 crs.**
A survey of major social psychological theories and topics, with special emphasis on socialization, processes of social perception, and patterns of social interaction, including affiliation, aggression, and intergroup cooperation and conflict.

SOCI 215 **Criminal Behavior** **3 crs.**
A critical examination of the nature and extent of deviant and criminal behavior in complex, industrial societies. Particular attention will be given to the causes and consequences of deviant behavior.

SOCI 216 **Law and Social Control** **3 crs.**
Introduction to law and legal institutions as formal mechanisms for controlling deviant and criminal behavior. Emphasis will be placed on the social processes whereby laws are enacted, administered, and enforced, and on the social institutions created to detect, process, punish, and treat law violators.

SOCI 220 **Social Trends and Movements** **3 crs.**
An analysis of socio-cultural change as seen in secular trends and as promoted by types of voluntary organizations.

SOCI 225 **Minority Relations** **3 crs.**
The study of unequal power relations between dominant majorities and ethnic, racial, and religious minorities in the pluralistic American system.

SOCI 230 **Sociology of Education** **3 crs.**
A sociological interpretation of education, its structure and organization. The course looks at the school as an agent of society and to the social actor, from childhood to maturity, along the process of socialization.

SOCI 240 **Sociology of the Family** **3 crs.**
A review of theory and research concerned with the shape, trends, and problems of the modern family.

SOCI 250 **The Sociology of Gender** **3 crs.**
Exploration of gender differences and sex-role socialization in national and cross-cultural perspective. Topics include: biological and cultural factors in sex-role behavior; gender differences in opportunities and rewards; life cycle alterations in sex roles; and the impact of social change on gender roles.

SOCI 300 **Urban Sociology** **3 crs.**
Sociological study of trends and problems occuring in cities today.

SOCI 305 **Social/Political Inequality** **3 crs.**
Examination of the causes and consequences of systems of social inequality in society.

SOCI 306 **Perspectives on Aging** **3 crs.**
The process of aging is explored from a variety of perspectives. In particular, aging will be viewed in cross-cultural and historical contexts, and from the viewpoints of sociology, psychology, economics, and politics. The problems of aging in an advanced technological society are also explored.
(Also listed as SOCW 306)

SOCI 315 **Delinquency and Justice** **3 crs.**
An examination of the nature and extent of juvenile delinquency in American society. Topics include: dominant theories of causation; an analysis of juvenile justice policy; the evolution of the juvenile justice system; and methods of institutional correction and treatment.

SOCI 320 **Sociology of Religion** **3 crs.**
The functions of religion in society, religious and social variation. The inter-relations between religion and other social institutions.
(Also listed as RELS 240)

SOCI 325 **Organizations in Society** **3 crs.**
Analysis of human organizations, large and small. Special emphasis will be given to the manner in which organizations are structured, the processes by which they recruit and socialize new members, and the patterns of human interaction, both formal and informal, within them.

SOCI 330 **Small Group Dynamics** **3 crs.**
An examination of the dynamics of small group interaction through an investigation of current social psychological research in the area and student participation in small group research projects with the objective of obtaining an understanding of the small group as a social system.
(Also listed as SOCW 330)
Prerequisite: SOCI 100 or PSY 100

SOCI 335 **Research Methods and Techniques** **4 crs.**
Logical considerations in method and design of studies. Review of techniques currently in use. An empirical study must be completed by each student in the course in an area of his or her interest. Students are required to attend a methods lab and workshop regularly once a week.

SOCI 336 **Social Statistics** **4 crs.**
Introduction to the use of statistical research. A special lab session meets once a week as an extension of the regular course meetings.
Prerequisite: SOCI 335 and MATH 115

SOCI 342 **Industrial Sociology** **3 crs.**
This course will trace the development of industrialization and will examine the ways in which the demands of industrial production structure and transform social organization and social relationships. Specific attention will be given to the nature of work, leisure, and family life, and to the prospects for a post-industrial society.

SOCI 345 **Sociological Theory** **3 crs.**
A systematic analysis of theoretical explanations in contemporary sociology.

SOCI 420 **Seminar: Social Issues** **3 crs.**

SOCI 425 **Seminar: Social Change** **3 crs.**

SOCI 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."
Prerequisite: Instructor's permission.

SOCI 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SOCI 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SOCI 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

SOCI 499 **Independent Study** **3 crs.**

City College

SOCI 100 **Introductory Sociology** **3 crs.**
An introduction to the sociological perspective. Consideration of the concepts of society and culture. General survey of relevant theory and research to give the student an understanding of the sociologist's approach to human behavior.

SOCI 210 **Social Psychology** **3 crs.**
A survey of major social psychological theories and topics, with special emphasis on socialization, processes of social perception, and patterns of social interaction, including affiliation, aggression, and intergroup cooperation.
Prerequisite: SOCI 100

SOCI 260 **Criminology: Fundamentals** **3 crs.**
A survey of basic topics and problems related to the discipline, such as the nature of crime in America, criminal statistics, and selected criminological theories. An introduction to the systematic study of crime, criminals, criminal behavior, and the criminal justice system.
Prerequisite: SOCI 100

SOCI 275 **Deviant Behavior** **3 crs.**
A critical examination of the nature and extent of deviant behavior in complex, industrial societies. Particular attention will be given to the causes and consequences of deviant behavior, and to the social relations and processes associated with the more common forms of deviant and criminal expression within American society.
Prerequisite: SOCI 100

SOCI 278 **Juvenile Delinquency** **3 crs.**
This course provides an overview of the extent, causes, nature and control of juvenile delinquency in the United States. Special emphasis is given to the violent juvenile offender, treatment of juvenile offenders, and female juvenile crime.
Prerequisite: SOCI 100

SOCI 325 **Organizations in Society** **3 crs.**
Analysis of human organizations, large and small. Special emphasis will be given to the manner in which organizations are structured, the processes by which they recruit and socialize new members, and the patterns of human interaction, both formal and informal, within them.
Prerequisite: SOCI 100

SOCI 330 **Small Group Dynamics** **3 crs.**
An examination of the dynamics of small group interaction through an investigation of current social psychological research in the area and student participation in small group research projects with the objective of obtaining an understanding of the small group as a social system.
Prerequisite: SOCI 210

SOCI 360 **Sociology of Health and Illness** **3 crs.**
The sociological and psychological aspects of physical and mental health and illness, the relationship between disease and environment, and the impact of health on society.
Prerequisite: SOCI 100

SOCI 365 **Social Problems** **3 crs.**
A survey and analysis of social problems including war, under and over development, the ecological crisis, population and its control, intergroup conflict, violence, disease and despair.
Prerequisite: SOCI 100

SOCI 367 **Institution of the Family** **3 crs.**
This course examines both sociological and psychological aspects of the American family with particular emphasis in its changing nature. Special topics examined include the family life cycle, stress and conflict, divorce and disorganization, changing roles of children, and changing social attitudes and behaviors. Other cultures are explored.
Prerequisite: SOCI 100

SOCI 370 **Sociology of Aging** **3 crs.**
The problem of aging is explored from a variety of perspectives, both theoretical and practical: adjustment to the inevitable process of aging is viewed from the perspective of health, housing, employment, retirement, and interpersonal relations.
Prerequisite: SOCI 100

SOCI 405 **Aspects of Mental Health** **3 crs.**
Sociological analysis of the causes, effects, treatment, and prevention of mental illness.
Prerequisite: SOCI 100

SOCI 410 **Sociology of Work and Occupation** **3 crs.**
Development and place of occupations and professions of modern life; personal recruitment; education and careers; social relationship and the work role.
Prerequisite: SOCI 100

SOCI 460 **Evolution of Man and Culture** **3 crs.**
An introduction to physical and cultural anthropology and anthropological archeology. Particular reference is made to those aspects of the discipline concerned with man's remote past and continuing development based on fossil remains as well as insights into human life-ways arrived at by anthropologists' study of living peoples.
Prerequisite: SOCI 100

SOCI 475 **Asylums, Stigmas, Etc.** **3 crs.**
A survey of the major works of the late sociologist Erving Goffman. Course content deals with the interaction rituals in which individuals engage in a variety of environments, ranging from total institutions to more common places such as work or business. The dramaturgical or "life is a theatre" method is examined in Goffman's work.
Prerequisite: SOCI 100

SOCI 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

SPANISH

SPAN 0232

SPAN 100 **First Year Spanish I** **3 crs.**
The fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

SPAN 101 **First Year Spanish II** **3 crs.**
Same description as SPAN 100.
Prerequisite: SPAN 100 or its equivalent.

SPAN 200 **Second Year Spanish I** **3 crs.**
Further development of basic language skills.
Prerequisite: SPAN 101 or equivalent.

SPAN 201 **Second Year Spanish II** **3 crs.**
Same description as SPAN 200.
Prerequisite: SPAN 200 or its equivalent.

SPAN 300 **Syntax and Composition** **3 crs.**
Review of grammar and idiomatic expressions, combined with extensive practice in writing Spanish. Literary texts will serve as models for clear style.
Prerequisite: SPAN 201 or equivalent.

SPAN 301 **Intensive Conversation** **3 crs.**
Emphasis on oral expression, with exercises designed to provide the student with a working knowledge of conversational Spanish.
Prerequisite: SPAN 201 or equivalent.

SPAN 310 **Survey of Literature I Spanish** **3 crs.**
The poem of the Cid to 1650.
Prerequisite: SPAN 201 or its equivalent.

SPAN 311 **Survey of Literature II Spanish** **3 crs.**
Romanticism to the present.
Prerequisite: SPAN 201 or its equivalent.

SPAN 340 **Spanish American Literature I** **3 crs.**
A survey of Spanish American Literature from the discovery to the romantic movement. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 341 **Spanish American Literature II** **3 crs.**
A survey of Spanish American Literature from the latter part of the 19th century to the present, including realism, naturalism, modernism and post-modernism.
Prerequisite: SPAN 201 or equivalent.

SPAN 355 **20th Century Currents** **3 crs.**
Reading and discussion of poetry, drama and prose fiction from the generation of 1898 to the contemporary period. Collateral reading.
Prerequisite: SPAN 201 or its equivalent.

SPAN 356 **Spanish American Novel** **3 crs.**
Reading and discussion of the works of the Spanish-American novelists and short story writers of the 19th and 20th centuries. Collateral reading.
Prerequisite: SPAN 201 or its equivalent.

SPAN 357 **Prose of the Golden Age** **3 crs.**
The prose of the 16th and 17th centuries in Spain, including Cervantes. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 358 **Drama and Poetry of the Golden Age** **3 crs.**
The study of selected works by Lope de Vega, Calderon de la Barca, and other important dramatists and lyric poets. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 400 **Romance Philology** **3 crs.**
Syntax and morphology of Old Spanish, Provencal and Old French as they evolved from Vulgar Latin. Reading of old documents and literary pieces geared to student's field of concentration. (Also listed as FREN 400).

SPAN 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

SPAN 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SPAN 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SPAN 498 **Senior Thesis** **arr.**

SPAN 499 **Independent Study** **arr.**

SPECIAL STUDIES

SPST 0237

SPST 100 **Career Exploration** **2 crs.**
The objective of this course is to stimulate an on-going self-assessment on the part of the individual, thereby enhancing his/her ability to make viable vocational choices and to encourage the student to investigate various occupations which emerge as possibilities after the self assessment phase.

SPST 105 **Study Skills** **1 cr.**
Designed to promote higher-level learning skills, this course demonstrates techniques with application to your own classwork. The course addresses taking notes, preparing for exams, comprehension in reading. Individual conferences are provided to address your specific need.

SPST 200 **Human Values, Campus Relationships** **3 crs.**
The course will be based on clarifying your values, how you determine what is important, and the impact of your personal values on your personal relationships. Three themes will predominate: human sexuality; religion, society, and community; and your life.

SPST 205 **Peer Advisor Development** **2 crs.**
This course is designed to prepare students to serve as peer advisors in the peer advisor program. The peer advisor program serves as an information and referral center for students, especially commuting students.

SPST 210 **Leadership Development** **2 crs.**
This course focuses on the development of student leadership skills and contemporary methods of group dynamics as they relate to the programming efforts of student organizations and the university. Significant time will be given to understanding the educational value of participating in student programming efforts.

SPST 215 **Organization Leadership** **2 crs.**
This course is designed to examine the dynamics of leadership in organizations and to develop leader competencies in student organizations. Organizational dynamics, management skills, and specific knowledge central to effectively-run volunteer organizations will be the focus.

SPST 220 **Seminar in Higher Education** **3 crs.**
The seminar will examine the student's experience in higher education and provide an opportunity to synthesize a personal philosophy of education. Through exposure to educational experts, the student will examine contemporary issues in higher education. A portion of the program will focus on higher education as a career field.

SPST 225 **Practicum in Higher Education** **3 crs.**
A continuation of the seminar, practicum provides a means to test career objectives by exposure to the work environment and the demands the tentative career makes on the person. Performance contracts will be negotiated.

SPST 320 **Resident Assistant Preparation** **2 crs.**
Required for all students selected to be resident assistants, the curriculum is designed to impart knowledge/skills through structured class experiences. Emphasis is placed on interpersonal relationships, communications, and community development.

SPST 499 **Independent Study** **arr.**
Permission of the dean of the College of Arts and Sciences.

SPEECH

SPCH 0207 and SPCH 0507

College of Arts & Sciences

SPCH 100 **Fundamentals of Speech I** **3 crs.**
Study of the factors governing good speech content and delivery; an introduction to speech behavior in human interaction.

SPCH 200 **Voice and Speech** **3 crs.**
Fundamentals of vocal production and effective speaking.

SPCH 204 **Argumentation and Debate** **3 crs.**
Inductive and deductive reasoning as bases of argumentative speaking. Evaluation of evidence. Students will prepare and present classroom debates.

SPCH 210 **Oral Interpretation of Literature** **3 crs.**
A study of techniques of oral presentation of poetry, drama; practice in delivery of selected types of literature; exercises for the development of tone, melody, timing, and emphasis.

SPCH 495 **Special Project** **arr.**
Focuses on the creative or projective efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

SPCH 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SPCH 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SPCH 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

SPCH 499 **Independent Study** **arr.**

VISUAL ARTS

VISA 0241 and VISA 0541

College of Arts & Sciences

VISA 102 **Foundations I** **6 crs.**
Art introduction to the elements of design and drawing through an exploration of materials in a two- and three- dimensional format. Required for degrees in visual arts and graphics.

VISA 103 **Foundations II** **6 crs.**
Continuation of Foundations I with an emphasis on the conceptual attitudes and ideas of drawing and design. Required for degrees in visual arts and graphics.

VISA 115 **Painting for Non-Art Students** **3 crs.**
Students with no art background are given opportunity to draw, and paint under guidance.

VISA 130 **Medieval Art** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
Course deals with emergence and development of art styles of age of faith, when foundations of Christian art were laid. From reign of Constantine to beginning of Renaissance, we follow spread of Christianity and see how arts expressed spirit and values of the time and contributed to the fabric of our culture.

VISA 132 **Arts and Idea** **3 crs.**
Common Curriculum: Humanities/Arts Premodern
The underlying reasons for the development of different cultures and their art styles from pre-history to the Baroque era. How the painting, sculpture, and architecture of a culture reflects its world-view.

VISA 134 **Avantgarde and Tradition in Art** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course will deal with establishment of 20th century avant-gardism in art in all of its manifestations. It will trace developments of Fauvism, Cubism, Dada, Surrealism, and will show that all of these movements were attempts by artists to break down traditional conventions in order to refurbish Western culture.

VISA 136 **New Orleans Aesthetics** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course aims to bring values and traditions of local culture to students. New Orleans is a showplace of architectural styles and displays varied influences in painting, literature, sculpture, city planning. City will be central content of course, with reading from books on aesthetics and New Orleans art and architecture.

VISA 138 **Romantic Vision** **3 crs.**
Common Curriculum: Humanities/Arts Modern
Course will emphasize the aesthetic developed in Romantic period as a response to demystifying forces in science, culture, religion, and psychology. The vision developed by Wordsworth and others in poetry and art altered the history of aesthetics and continues to affect today's art. (Also listed as LIT 148)

VISA 140 **Modernism in Art and Literature** **3 crs.**
Common Curriculm: Humanities/Arts Modern
"Modernism" is a term that has come to include not only the styles of late 19th and early 20th century art and literature but also the philosophic and moral issues represented in these art forms. This course will examine major 20th century works of art and literature and the issues of modern life raised by these works. (Also listed as LIT 176)

VISA 200 **Drawing I** **3 crs.**
Drawings of all kinds, in all media and in color. Required for degree in visual arts.

VISA 201 **Drawing II** **3 crs.**
Drawing of all kinds, in all media and in color. Required for degree in visual arts.

VISA 210 **Survey of World Art I** **3 crs.**
Survey on painting, sculpture, and architecture from pre-history to Renaissance. Required for degree in visual arts and graphics.

VISA 211 **Survey of World Art II** **3 crs.**
Survey on painting, sculpture, and architecture from the Renaissance to the present. Required for degree in visual arts and graphics.

VISA 230 **Painting Studio I** **3 crs.**
Development of the sense for two-dimensional space and organization of shape and color through studio work with all painting media.

VISA 231 **Painting Studio II** **3 crs.**
Same description as VISA 230.

VISA 232 **Painting Studio III** **3 crs.**
Development of the sense for two-dimensional space and organization of shape and color through studio work with all painting media.

VISA 233 **Honors Art** **3 crs.**
Common Curriculum: Presidential Scholars
of shape and color through studio work and with all painting media.

VISA 240 **Beginning Printmaking** **3 crs.**
Development of designs into prints, using various techniques such as etching, silkscreen, etc.

VISA 241 **Printmaking (Intaglio)** **3 crs.**
Development of designs into prints using the five intaglio techniques.

VISA 242 **Printmaking (Silkscreen)** **3 crs.**
Development of designs using the silkscreen process. Exploration and inventiveness.

VISA 243 **Advanced Printmaking** **3 crs.**
Continued exploration and development of contemporary ideas, using advanced printing methods.

VISA 250 **Handbuilt Ceramic Form** **3 crs.**
Design with clay emphasizing traditional and comtemporary handbuilding techniques. Students design, glaze and fire own work.
Prerequisite: VISA 102

VISA 251 **Wheel-Thrown Ceramic** **3 crs.**
Design with clay emphasizing utilitarian pottery. Students design, glaze and fire own work.
Prerequisite: VISA 250

VISA 252 **Advanced Ceramic Form I** **3 crs.**
Exploration of form emphasizing contemporary approaches including clay and glaze calculations.
Prerequisite: VISA 251

VISA 253 **Advanced Ceramic Form II** **3 crs.**
Continued exploration of contemporary approaches including kiln design, practice and theory.
Prerequisite: VISA 252

VISA 260 **Advanced Drawing I** **3 crs.**
Objective rendering; figure drawing.

VISA 261 **Advanced Drawing II** **3 crs.**
Objective rendering—special drawing problems.

VISA 300 **Drawing III** **3 crs.**
Designed to further skills of advanced art students.

VISA 320 **Sculpture Studio I** **3 crs.**
Model and mouldmaking techniques.

VISA 321 **Sculpture Studio II** **3 crs.**
Same description as VISA 320.

VISA 340 **Metal Sculpture I** **3 crs.**
Construction and metal work. Studio teaching of add-on techniques in various materials.

VISA 341 **Metal Sculpture II** **3 crs.**
Same description as VISA 340.

VISA 400 **Art of the Child** **3 crs.**
Examination of the form, content, significance in children's art from age two to adolescence.

VISA 415 **Medieval Art** **3 crs.**
Early Christian, Romanesque, and Gothic periods.

VISA 420 **Renaissance Art** **3 crs.**
Visual monuments of Italian and Northern Renaissance.

VISA 425 **Baroque Art** **3 crs.**
Architecture and visual arts during 16th and 17th centuries.

VISA 430 **Modern Art** **3 crs.**
Trends from 1800 to present.

VISA 445 **Sculpture Studio III** **3 crs.**
Independent project.

VISA 450 **Senior Show** **3 crs.**

VISA 455 **European Tour** **4 crs.**
On-the-spot survey of painting, architecture, sculpture and other arts of England and Continental Europe. Four weeks travel. Research paper required.

VISA 466 **Final Project/Graphics** **3 crs.**
The course is a type of internship designed to develop each student's special talents and to provide a comprehensive understanding of procedures in design, illustration, production, print and TV graphics. The experience will be thoroughly professional with instruction and design standards a faculty responsibility. Area graphic artists will serve as consultants to students between school and professional practice.

VISA 495 **Special Project** **arr.**
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

VISA 496 **Seminar/Workshop** **arr.**
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

VISA 497 **Internship/Practicum** **arr.**
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

VISA 498 **Research Project** **arr.**
Focuses on empirical or historical investigation, culminating in a written report.

VISA 499 **Independent Study** **arr.**

City College

VISA 210 **Survey of World Art I** **3 crs.**
Survey on painting, sculpture, and architecture from pre-history to the Renaissance.

VISA 211 **Survey of World Art II** **3 crs.**
Survey on painting, sculpture, and architecture from the Renaissance to the present.

VISA 270 **Handbuilt Ceramic Form** **3 crs.**
A studio course for the student whose area of concentration is not the visual arts, emphasizing self-expression with clay. Students design, build, and glaze work. Ceramics from a contemporary and historical standpoint is discussed.

VISA 271 **Advanced Ceramic Investigations** **3 crs.**
This studio course is for the student whose area of concentration is not the visual arts, emphasizing productivity. Students will pursue personal techniques and ideas. The potter's wheel, ceramic glazes, and kiln firing will be investigated.
Prerequisite: VISA 270 or 250.

VISA 275 **Basic Design** **3 crs.**
Explores for the student whose area of concentration is not the visual arts, the basic elements of design. Solving simple design problems, students are made aware of the importance of design in their daily lives.

VISA 499 **Independent Study** **arr.**
Directed independent studies. Permission of instructor and dean is required.

RELIGIOUS LIFE

Dean of Campus Ministry: Thomas Madden, S.J., Ph.D.

Loyola is a Catholic university. Its Catholic traditions, practices, and aspirations are at the center of its institutional commitment. Loyola is a Christian community. Members of the Loyola family live and work together to make the reign of God a reality in the academic community and the larger community.

The Office of Campus Ministry plays a central role in nurturing the growth of Christian life within the Loyola community. The mission of the Office of Campus Ministry is to serve as a catalyst to deepen the faith commitment where it already exists and to challenge men and women to such commitment where it does not exist. The Office of Campus Ministry is cast, therefore, in the prophetic role of affirming the distinctive Catholic religious heritage of the university and of setting the tone for its ongoing renewal.

LITURGY

The Eucharist is celebrated in Ignatius Chapel (first floor of Bobet Hall) three times daily when classes are in session and three times on Sundays. Active participation in these liturgies is sought from all who will contribute their talents as musicians, lectors, ministers of the Eucharist and for other needs.

Reconciliation with God and with one's neighbor is a continuing need and earnest desire of the Christian who strives to live the faith conscientiously. Campus Ministry is intent not only on providing ample opportunity for receiving this sacrament in the context of private confession but also on inculcating the communal nature of sin and repentance by means of penance services at regular intervals throughout the year.

Although the focus of Campus Ministry's endeavor is the university community of students, faculty and staff, the liturgical services held in Ignatius Chapel are open to the public to the extent that space allows.

CAMPUS MINISTRY

Although Campus Ministry revolves around liturgical worship and sacramental celebration, its pastoral concern for the university community extends to many other services and programs. Among these are off campus Ignatian (silent) retreats, faith-sharing weekends, camping retreats, and "Awakening" experiences, sacramental preparation courses (RCIA), including pre-marital interviews, and on-going spiritual counseling. There is a charismatic prayer meeting on campus as well as several other prayer groups and Bible study seminars.

The mission of the university as such is the pursuit of truth through instruction and scholarly research. Campus Ministry has a particular interest in and affinity for the work of the theologian within this larger academic enterprise. It has a special responsibility to nourish the intellectual dimension of the faith commitment of its constituents, which it tries to fulfill by sponsoring lectures,

films, panel discussions, and other presentations that address the issues of both faith and justice in our time and place.

LUCAP

The Loyola University Community Action Program (LUCAP), an organization within Campus Ministry, provides educational and apostolic experiences beyond the campus. Student volunteers are involved in recreational, tutorial, and rehabilitation programs for prisoners, emotionally disturbed, underprivileged, handicapped, disadvantaged, and elderly persons in one of many centers in New Orleans.

STUDENT LIFE

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

ACADEMIC COUNSELING

Each student at Loyola is assigned an academic advisor, a full-time faculty member, who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his advisor at least twice a semester.

COUNSELING, CAREER DEVELOPMENT AND PLACEMENT CENTER

The Counseling, Career Development and Placement Center is a multifaceted resource that exists solely for the purpose of helping students. All Loyola students who are currently enrolled may utilize these services at no charge or at a very minimal charge necessary occasionally to defray costs of special programs. In addition, new graduates and alumni may use the Career Information Center and some placement services.

A wide variety of programs, workshops, counseling opportunities and informational materials are provided to help Loyola students to meet the challenges of university programs and experiences. The Center staff has been professionally trained and they are committed to helping students to make the most of their college experiences. All services are provided on a strictly confidential basis and in a way which respects the individuality of each student. Resource areas include personal/social counseling, career development, placement, study skills and academic support, and the Career Information Center.

The Career Infomation Center was developed to assist students in college and life planning activities. It is filled with literature on specific careers, job market and salary information, employer literature, job hunting information, graduate and professional schools and college catalogs on microfiche. In addition, an up-to-date listing of full and part time jobs is kept to assist students in finding work, to gain experience prior to graduation and to help cover costs incurred while attending college.

Active job placement assistance is provided by the Counseling, Career Development and Placement Center for graduating students. This service includes on-campus recruitment by major local and national firms, a credentials file service, and helping the student develop job-seeking skills that will increase the likelihood of the student's finding an appropriate entry level position in keeping with long term career goals.

STUDENT HOUSING

Loyola operates two residence halls on the main campus: Biever Hall, which houses undergraduate men and Buddig Hall which houses undergraduate women. Freshmen are required to live in either Biever or Buddig halls. Located approximately two blocks from the main campus on the Loyola Broadway Campus, is Cabra Hall, which houses upperclass/law/graduate men and women.

Biever Hall is a six story residence with a capacity of housing 410 students. The hall is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, bulletin boards and local telephone service. Mail boxes, laundry facilities, study lounges, television lounge and community kitchen are located within the residence hall.

Buddig Hall is a twelve story residence with a capacity of accommodating 429 undergraduate women. Each suite houses four students in double rooms with a shared bath and individual heating and air-conditioning controls. Each room is furnished with basin vanities, two single beds, two desks, two closets, two chests of drawers, a bulletin board, and local telephone service. Study rooms, laundry facilities, recreation rooms, mail boxes, a community kitchen and a sun deck are located within the residence hall.

Cabra Hall is a five story residence located on the Broadway campus with a capacity of housing 220 students. Each suite houses eight students in double rooms with a shared bath, living room, multi-purpose room, and an individual heating and air-conditioning control. Each room is furnished with two closets, two single beds, two chests of drawers, two desks, bulletin boards, and local telephone service. Mail boxes, laundry facilities, study lounges, television lounge, a community kitchen and a sun deck are located within the residence hall.

Residents are subject to the housing policies which are promulgated in the *Student Handbook*. Experienced and trained personnel are provided in both halls to aid students in achieving total development by meeting their personal and educational needs. Fulltime live-in professional staff are responsible for various areas in the Residential Life Operation such as hall programming, resident assistant training, maintenance, and management of administrative operations. Resident assistants, located on each floor, help provide a well-balanced social and educational atmosphere. Halls have live-in resident counselors who are Jesuit priests, Catholic sisters or lay individuals who have training and experience in the areas of human need and development.

All freshmen undergraduate students not from the New Orleans metropolitan areas are required, as a condition of enrollment, to reside in university housing. Advanced placement credits do not negate this requirement. New Orleans undergraduate freshmen must either reside in university housing, if space permits, or with parents or a legal guardian. Residence hall information is sent after the Office of Residential Life receives official notification of a student's acceptance. Due to limited space, New Orleans undergraduate students cannot be guaranteed accommodations. These students are generally placed on an official waiting list for residence hall space. Reservations for all students are confirmed only after receipt of a signed contract, a $50.00 application fee which is not refundable in the event the student cancels, and verification of adequate

accident-sickness insurance coverage. The Residence Hall contract is for the entire academic year, both Fall and Spring semesters.

CENTER FOR COMMUTER SERVICES

The Center for Commuter Services serves as a communication link between the off-campus student population and university programs and services. Commuters comprise 75 percent of the student population and the university recognizes its responsibility for responding to their unique needs.

The Commuter Resource Center contains the off-campus housing listing, shuttle, carpooling information, telephones, literature on campus programs and services, maps, bus schedules, newspapers, a message center and other information that involves life both on and off campus.

Commuter Assistants staff the Commuter Resource Center. These students are trained through a two credit hour course that includes such topics as basic communication skills, problem solving, decision making, needs assessment, goal setting, making referrals and the diverse needs of Loyola's commuter population. The Commuter Assistants assist in answering questions, programming and making referrals.

Communication is further enhanced by the use of "Commuter Comments", a newsletter, mailed twice a semester to the student's local residence.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The health service is supervised by a registered nurse under the direction of a medical doctor. The R.N. supervisor is on duty Monday through Friday from 8:30a.m. to 4:45p.m. The health service is also staffed in the daytime by a second fulltime R.N. and a licensed practical nurse who is responsible for emergency care in the evenings. A physician is available four days a week during designated hours. Night weekend, and holiday emergency medical assistance is available from trained student health assistants who reside in Biever, Buddig and Cabra Halls. Treatment by health center personnel is provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. The University Health Insurance Policy is required of all students who permanently reside outside the United States. Other residential students have the choice of using their family's health insurance coverage or subscribing to the university's policy. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Information and premium rates are sent to all students each

summer by the insurance company. Those failing to receive health insurance information by mail should contact the Student Health Service. Claim forms are available in the Student Health Service.

IDENTIFICATION CARDS

Picture identification cards for new students are free during the registration period and for the first two weeks of class each semester. After the second week of class all cards cost $3 each. The cards are used for admittance to Recreation Center, campus events, and for other activities. They are required for use of campus library facilities.

Students must obtain these Loyola identification cards from the Security Office and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be replaced. They should be reported immediately to the Campus Security office. There is a $3 charge for replacement cards. I.D. cards are to be used for the full term of enrollment at Loyola. Cards need to be validated at the beginning of each semester in the Security Office.

STUDENT ACTIVITIES

The activities program and student organizations, which form an integral part of this program, constitute the best opportunities for students to achieve educational relevance in leisure time activities. Through participation in campus activities students are provided with the opportunity to integrate the experiences of the classroom with everyday experiences of living and working in a society of people of varied interests, ideas, and values. The student activities program is therefore considered an extension of the classroom and hence an important part of the total educational program of the university.

There are approximately 80 student organizations recognized and active on the Loyola campus. They are classified in the following categories: club sports, social fraternities, honorary fraternities and organizations, professional and academic societies, religious organizations, service organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is contained in the *Student Handbook*.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four undergraduate colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA enacts legislation, provides services, and assists student organizations through sponsorship and funding of events. Meetings of the SGA are held once a week and are open to all students and members of the university community. Freshmen have the opportunity for representation through special freshmen elections held each Fall semester. All freshmen are eligible to qualify to run for one of these elected positions.

UNIVERSITY CENTER AND THE LOYOLA UNION

As a primary part of the educational process, the Danna Center and the Loyola Union play an important role, acting as a foundation for the development of positive and progressive student participation.

The center serves the various campus needs of students, functioning as a unifying force, where students as well as other members of the university community may come together and interact with a sense of unity.

It is a place where students may discover and develop fellowship and common bonds of interest with other individuals and groups. Through both formal and informal activities, and through the process of working together to achieve common ends, students, faculty, and administrators may develop better communications, respect, and an appreciation for each other as individuals.

It is with these principles in mind that the center programming board commonly referred to as the Loyola Union has established the following objectives in cooperation with the Association of College Unions-International: to be a campus center where all members of the university community can meet formally and informally, to provide services and facilities to the university community, to complement the educational goals of the university, providing cultural, social and recreational programs, and to maintain the center as an open forum where all sides of issues can be aired.

LOYOLA RECREATION CENTER

The Recreation Center offers a comprehensive program, which provides students with opportunities for self-directed recreation, competitive intramural and extramural sports, and a variety of leisure time activities. The program of activities is designed to provide every student, regardless of ability, the opportunity to participate. The university also cooperates in the sponsorship of several club sports which compete with other universities and athletic organizations. The Recreation Center also assists students in their development by hiring them to assist in planning and implementing a comprehensive program supervising the facility and officiating team sports.

The Loyola Recreation Center offers multi-purpose courts used for tennis, basketball, volleyball and other activities; handball/racquetball courts; a weight room; jogging area and locker and shower room facilities. The Recreation Center also provides a free service for check-out of sports equipment, and camping equipment may be rented for a nominal fee. In addition, Loyola students, Loyola employees and alumni may purchase associate memberships for a friend or their family to join the Recreation Center.

INTERNATIONAL STUDENT AFFAIRS

The Office of International Student Affairs is the center for information and assistance for all international students on campus. International students include students with F-1 or J-1 visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

The office assists the international students in their adjustment to life in the United States and at the university and with any cultural, academic, financial, or personal difficulties. All immigration matters are handled through this office. In

addition, the office serves as liaison between international students and the various university administrative offices, agencies of the United States government, foreign governments, and private organizations. Through a wide variety of programming, interaction is encouraged not only among the international students, but also among the internationals and the university community as a whole in order to promote an exchange of cultural values.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country. The Loyola University-sponsored health insurance is a requirement for all students whose permanent place of residence is outside the Continental United States. Each admitted student will receive the application and information about this insurance prior to their attendance at Loyola.

CAMPUS SECURITY

Campus Security provides all law enforcement services to the campus on a 24-hour a day basis, throughout the year. Officers are commissioned in accordance with the provisions of Louisiana law and have police powers on and off of the campus. In addition to these services, Campus Security provides for the registration of vehicles, the free registration of bicycles, the free use of engravers for marking of property, and the central location for all lost and found on the campus. Additionally, the Security office
conducts various awareness campaigns to prevent losses and informs the community of any problems which may arise. In addition to these routine services, Campus Security will attempt to assist the campus community in any problems which they may have.

OFFICIAL UNIVERSITY PUBLICATIONS

UNDERGRADUATE BULLETIN — This publication contains academic information on undergraduate programs. Published every two years and available in the Office of Admissions.

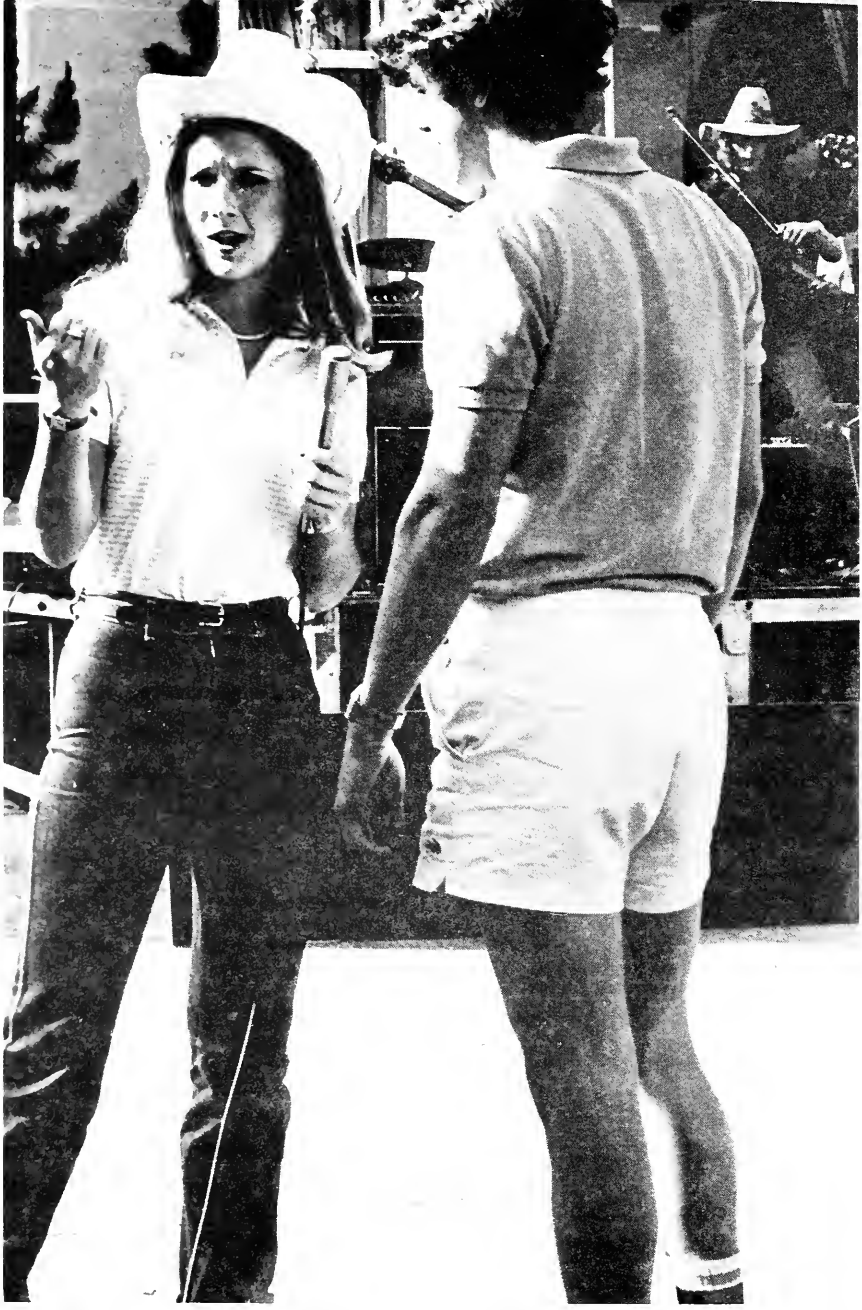
GRADUATE BULLETIN — This publication contains academic information on graduate programs. Published every two years and obtainable in the Office of Admissions.

LAW SCHOOL BULLETIN — This publication contains academic information on the School of Law. Published annually and obtainable in the Law School Admissions Office.

STUDENT HANDBOOK — This publication contains information on the nonacademic aspects of campus life. Policy on student activities, organizations, and conduct are outlined therein. Published annually and distributed during registration. Available from the Student Affairs Office at other times.

COURSE SCHEDULE — This publication lists the course number, department, section, and title in addition to the semester hours, room number, time and day offered, and the instructor. All courses taught at schools in the New Orleans Consortium are listed. Published prior to the fall and spring semesters to aid in preparing schedules for early registration and registration. Available in the Registrar's Office.

SUMMER SCHEDULE — This publication gives information on the summer sessions including all information on courses to be offered and their scheduled



times and places. Usually published in March and available from the Admissions Office.

Students are responsible for securing copies of official university publications which pertain to them and for knowledge and adherence to the policies, regulations, and procedures published therein.

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Doctor of Music

Philippe Entremont

Doctor of Humane Letters

Reverend William J. Byron, S.J., Ph.D.

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Gabriel Alexis
Ethel Steele Alphonso
Celeste Domingue Ancar
Scott Victor Anderson
Ellen Laura Bergman
Helen Marie Blanke
Rowena Lou Bowman
Mary Beth Cahill
Bonnie Lynn Caldwell
Theresa Louise DeMarcay
Florence Williams Flot
Gay Marie Ford
Isabel S. Frischhertz
Virginia Catherine Schneider Hahn
Jacqulin Grant Hamer
Joyce Marie Haney
Marjorie Ann Herberger
Julie Jordy-Anderson
Glenda Shanklin Kemp
Thomas Joseph Lapré
Marilyn Ory Murphy
Emily Rita Pennison
Carol White Righteous
Milton Anthony Salter
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Cathy Simon
Stephanie J. Smith
Linda Joyce Mayfield Vestal
Joseph Trung Vuong

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Sister Patricia Anne Reills, P.B.V.M.

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Beatriz Alfaro
Gretchen Denise Allen
Veronica Maria Alphonso
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Lynnette Bartley
Valencia Nicole Battiste
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Cum Laude
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Cum Laude
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Cum Laude
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Emme Kalil David
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Isabel Victoria Gonzálex
Cum Laude
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Roy Wilbert Jones
Jorinda Judith Junius
Eslia T. Kalsic
Denise Patricia Karnbach
Gerard Joseph Keane
Elizabeth Ann Kelly

Carol Kiese
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Holly Ann Klaine
Laura Ann Klapp
Robert Lirette Laroussini
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Ana Karola Lemm
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Rosa Vera Lindahl
Magna Cum Laude
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Deborah Lynn Logan
Maria de Lourdes Lopez
Patrick Heath Mackin
Sara Anne Marie Maguire
Thomas Michael Maher III
Raymond L. Manci
Waynoka West Manning
Amy Anne Martz
Donna Gayle Mayer
Rafael L. Mayoral Morales
Mary Kathleen McGuire
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Ann Marie Monastra
Richard Lee Mortellaro
John Francis Murray
Mark Alan Myers
Cum Laude
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Warren Sanford Newton
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Melinda Ann Pafford
Dinah Marie Payne
Cum Laude
Constantine Tift Pelias
Claudia Moreno Peralta
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Marilyn Rose Pinner
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David Bryan Potter
Michele Michlene Pratts
Molly Josephine Puneky
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Shannon Marie Robinson
José Wallace Rodriguez
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Maria Mercedes Saavedra de Palau
Bruce Thomas Salmestrelli
Cum Laude
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Donald Eugene Scarlata
Larry Gerard Schedler
Eleanor Maria Sciortino
Stephen John Sheehy
Mary Belle Sherlock
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Kay Lydia Anne Sibille
Cum Laude
Candia Elaine Skufca
Darren James Smith
Moira Ann Smith
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Christopher Michael Sullivan
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Patrice Ann Thomas
Carlos Alberto Thompson
Catherine Pembroke Throop
Michael William Tifft
Rosalie Tourné Torres
Cum Laude
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Vicki Cole Trahan
Kerry Tully
Magna Cum Laude
Tonya Lynn Ann Vidal
Jennifer Kathryn Wadsworth
Cum Laude
Dorothy Ann Walker
Stephen Roger Walsh
Maria Caridad Ward
Summa Cum Laude
Sharon Margaret Warner
Trevor Charles Watkins
Cum Laude
Jennifer Leigh White
Cum Laude
Gaynell Williams
Stephen Robert Williams
Thomas Paul Williams
Ronald Peter Yaeger II
Cum Laude
Lesa Joyce Young
Siegfried Werner Zelt

Bachelor of Science

Nicolas Olof Alenius
Kevin Anne Barclay
Joan Lucille Barrett
Jeffrey Lynn Becklehimer
Jan Marie Benanti
Magna Cum Laude
Martin Jay Benes
Donna J. Bienkowski

Susan Ann Boucher
Kyle Michael Boudreau
Mary Angelle Boyd
Madeleine Anne Breeden
Kelly Claire Brennan
Magna Cum Laude
Pamela Lewis Brown
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Ellen Marie Collins
Amy Louise Crafton
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Patricia Darwin
Elizabeth Ann Dauzat
Cum Laude
Sharron Ann deBen
Magna Cum Laude
Judith Anne Nelson Diedling
Lucius Joseph Doucet III
Magna Cum Laude
Juan Antonio Dumois III
Summa Cum Laude
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Magna Cum Laude
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Elizabeth Kim Estilette
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Richard Edward Fernandez
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Summa Cum Laude
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Summa Cum Laude
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Robert Justo
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Magna Cum Laude
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Jose Miguel Yâñez
Karl-Heinz Zelt
Cum Laude

COLLEGE OF MUSIC

Bachelor of Music

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Cum Laude
Albert Ray Jessup, Jr.

Tracy Lorelei Levinson
Cum Laude
William Kevin McGreal
Barbara Ann Paulissen
Magna Cum Laude

Angela Diane Perenich
Michael Joseph Piazza
Suzanne Marie Raz
John Logan Skelton
Summa Cum Laude

Bachelor of Music Education

Diana-Lea Baranovich
Charles Trone Fernandez
Monica Lee Mattern
Linda Marie Broussard McGrane

Melanie Rose Milano
Magna Cum Laude
Neal Gregory Naquin

Bachelor of Music in Music Therapy

Jean Marie Dirks
Cum Laude
Grace Elizabeth Harris
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Karen K. Nigro

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Cum Laude
Sharon K. Useman
Cum Laude
Valerie Louise Wang

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Fay Ann Argus
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Thomas Francis Goble
Cum Laude
Glen Joseph Golemi
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Cum Laude
Shelia Francis Griffin
Beth Lori Gross
August Joseph Hand
Patricia Ann Hand
Stephen Peter Hefferan
Sergio Tadeo Herrera
Elizabeth Asbury Horner
Cum Laude
Elizabeth Marie Hughes
Dixie James Hymel
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Beatriz Elena Ochoa
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Jon Randall Parrillo
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Cum Laude
Tina Marie Quinlivan
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John Jay Royen
Marisa R. Saborio
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Magna Cum Laude
Hugh McGovern Tamoney
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Earline Rebecca Brown
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Patrick Coleman Hardie, Jr.
Cheryl Ann Joseph
Oneida Celestine Joseph
Todd Louis Lacoste
Cum Laude
Diedre Houston Magee
Marie Francine Payne
Victoria Maria Sloop
Maxine Estela Taylor
Wendy Elizabeth White

CITY COLLEGE

Bachelor or Arts in Commerce

Barry Peter Fernandez

Bachelor of Science - Nursing

Gail Downs Carter
Wendy Foster Gambina
Olander Belfield Holloway
Dixie Lee Jones
Roy Wilbert Jones
Billy Ray Keith
Cum Laude
Janet Werner Labry
Lane Elizabeth McAlister
Noelie Anna Pfisterer
Deborah Simoneaux Rabideau
Edward Paige Sensenbrenner
Laura J. Myers Smith
Patricia Carter Wagner
Summa Cum Laude
Sarah Richardson Walker
Teresita Mares Walsh
Catherine Cecelia Wesselman

Bachelor of Criminal Justice

Lawrence Aguillard, Jr.
Robert Louis Bonnaffons
Michael Joseph Bossetta
Gerard Joseph Dugué
Gregory B. Elder
Collie J. Mangano, Jr.
William Matthews Parsons
Stephen George Rodriguez
Gregory Jacob Schloesser
Magna Cum Laude
Peter Gerard Smith
Bruce Edward Stacklin
María I. Suárez
Roy Woodson, Jr.

Bachelor of Social Studies

Mark Daniel Bishop
George Michael Durner, Jr.
Colleen Rose Early
Donna Jean Gandolini
Alice J. Grooms
Nancy Catherine Miranda
Magna Cum Laude
Geraldine Doris Pappas
Cum Laude

Bachelor of Liberal Studies

Sidney L. Bezou
Jane Baker Buie
Kevin John Coogan
John Felix Disimone, Jr.
Paul Edmond Johnson
Maureen O'Mara-Carnilla
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Associate of Science in Dental Hygiene

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María del Socorro Pineda
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Associate of Arts

Gary Henry Bourgeois

THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition. The fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the Fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the river to about Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they owned nearly a century before and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of $75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased

with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was $22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered $7,500 more for the property.

In May, 1890 the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "little Jesuits," was built and Mass was celebrated in it in May, 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. This group, with the assistance of its ladies auxiliary, was responsible for the building in 1910 of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911 the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the

new university. In 1973 the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets, and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of A & S expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall, its present home, shortly thereafter. Dr. John V. Conner was the first dean. In 1950 the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957 the college was admitted to full membership.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola in 1964 completed major physical plant expansion with the dedication of three new buildings, a 404-student men's residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000 square foot J. Edgar Monroe Memorial Science Building. This impressive structure houses science oriented departments.

Today Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

1717 Massachusetts Avenue, N.W.,
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Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin or sex. This policy is in compliance with all applicable federal regulations and guidelines.

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ACADEMIC CALENDAR

University-Wide

FALL SEMESTER 1985

August

15	Thursday	New Students Arrive and President's Convocation
16-20	Friday-Tuesday	Orientation for New Undergraduate Students
16	Friday	Registration for Law School Freshmen
19	Monday	Registration for Evening and Graduate Students and for Law School Upperclassmen Freshmen Law Classes Begin
20	Tuesday	Registration for Undergraduate Day Division Students Drop/Add for Enrolled Students Upperclassman Law Classes Begin
21	Wednesday	Undergraduate and Graduate Classes Begin
22	Thursday	Late Registration and Drop/Add for a Fee Begin
23	Friday	Last Day to be Admitted and Registered
28	Wednesday	Last Day to Drop/Add
29	Thursday	Mass of the Holy Spirit

September

2	Monday	Labor Day Holiday
30	Monday	Loyola Day Holiday for Day Classes

October

1-8	Tuesday-Tuesday	Mid-Term Period

November

1	Friday	All Saints Day Holiday
4-8	Monday-Friday	Spring 1986 Early Registration
26	Tuesday	After Last Class, Thanksgiving Holidays Begin for Undergraduate and Graduate Students
27	Wednesday	After Last Class, Thanksgiving Holidays Begin for Law Students

December

2	Monday	Classes Resume
3	Tuesday	Last Evening Classes
3-4	Tuesday-Wednesday	Continued Early Registration
4	Wednesday	Last Law School Classes
4	Wednesday	Last Day Division Classes
4-12	Wednesday-Thursday	Evening Division Examinations
6-12	Friday-Thursday	Day Division Examinations
9-21	Monday-Saturday	Law School Examinations

SPRING SEMESTER 1986

January

10	Friday	Registration for Law Students
13	Monday	Law Classes Begin
15	Wednesday	New Students Arrive and President's Convocation
16	Thursday	Orientation for New Undergraduate Students Registration for Evening and Graduate Students
17	Friday	Registration for Undergraduate Day Division Students Drop/Add for enrolled Students
20	Monday	Undergraduate and Graduate Classes Begin
21	Tuesday	Late Registration and Drop/Add for a Fee Begin
22	Wednesday	Last Day to Be Admitted and Registered
24	Friday	Last Day to Drop/Add

February

10-12	Monday-Wednesday	Mardi Gras Holidays
13	Thursday	Classes Resume
28	Friday	Exploration '86 Holiday for Day Division Undergraduate Classes

March

11-18	Tuesday-Tuesday	Mid-Term Period
26	Wednesday	After Last Class, Easter Holidays Begin

April

1	Tuesday	Classes Resume
7-11	Monday-Friday	Summer/Fall 1986 Early Registration
25	Friday	Last Law School Classes
28-May 10	Monday-Saturday	Law School Examinations

May

5	Monday	Last Evening Division Classes
5-7	Monday-Wednesday	Continued Early Registration
6-14	Tuesday-Wednesday	Evening Division Examinations
7	Wednesday	Last Day Division Classes
9-15	Friday-Thursday	Day Division Examinations
16	Friday	Law School Baccalaureate Mass
17	Saturday	Law School Commencement
18	Sunday	University Baccalaureate Mass
19	Monday	Commencement for Colleges of Arts and Sciences, Music, Business Administration, City College and Graduate Division

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